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ABSTRACT

This report of the Special Senate Committee To Study the Training of Michigan Teachers is composed of selected excerpts from the testimony, categorized into areas of special concern, which point out current problems and raise possible future solutions for each of the areas. The document is divided into 11 chapters: (a) History of the Special Committee; (b) Recent Research in Michigan; (c) Supply--Demand, An Overview; (d) Statement on Tenure; (e) Certification of Michigan Teachers; (f) Pre-service Classroom Involvement for Future Teachers; (g) Apprenticeships and Internships; (h) Meeting In-service Needs or "Keeping a Good Teacher Good"; (i) The Teacher of Minorities or "A Good Teacher Is a Good Teacher"; (j) The Teacher of Reading; and (k) A Cornucopia of Educational Trivia. Also included are an introductory letter and summary from the committee chairman, Senator Stamm. (JA)

MAY 7 1973

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The Training of Michigan Teachers

A Report of the Special Senate
Committee on Teacher Education

Senator ANTHONY STAMM, Chairman
Senator GILBERT BURSLEY
Senator WILLIAM BALLENGER
Senator WILLIAM FAUST
Senator JAMES GRAY
Senator JEROME HART
Senator PHILIP O. PITTENGER

December 20, 1972

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"A child born today in the United Kingdom stands a 10 times greater chance of being admitted to a mental hospital than to a university . . . This can be taken as an indication that we are driving our children mad more effectively than we are educating them. Perhaps it is our way of educating them that is driving our children mad . . ."

R. D. Laing, The Politics of Experience

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TWENTY-FIRST DISTRICT
ANTHONY STAMM
BOX 240
LANSING, MICHIGAN 48902

THE SENATE
LANSING, MICHIGAN

ASS'T PRESIDENT PRO TEMPORE

COMMITTEES ON:
STATE AFFAIRS, CHAIRMAN
EDUCATION, VICE CHAIRMAN
TAXATION AND VETERANS' AFFAIRS, VICE CHAIRMAN

Friends:

Whenever a State Legislature engages in an investigation of an issue, calls of "witchhunt" echo across the countryside. While we recognize that some unnecessary fears will be raised by any special legislative study committee, it is also true that in teacher education more than any other field of academia we need to be ruthlessly empirical in our analysis of cost effectiveness.

This report on teacher training is unusual for many reasons. First, rather than being prescriptive, it is descriptive in nature. Nearly two years ago I was involved with the preparation of a report entitled "Drugs Prescribed to Control Classroom Behavior." This report was purely descriptive -- it included no references to suggested changes in the system. It included only a brief preliminary report on the possible dangers of the promiscuous distribution of dangerous drugs in schools as a behavior controlling device, and it included complete testimony from a Senate hearing on this subject. Although it was descriptive in nature, this report provided the stimulus for a State Board of Education statement on the subject of drugs used to control behavior, and several news articles and media reports. Essentially, this report served to draw fire to the subject. So much interest was stimulated, in fact, that the report is said to be in part responsible for a subsequent Federal Food and Drug Administration ruling placing the most popular classroom drug in America on the "dangerous substance" list.

Fortunately no FDA rulings will be necessary in teacher training, although many similar changes could be made as to its effectiveness. What is needed, however, is a closer look at what we are doing in teacher education and why we are doing it.

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The chairman of the Senate Education Committee, Senator Gilbert Bursley of Ann Arbor, made this remark at the Committee hearing in Ann Arbor:

> "We don't want to be overly prescriptive and I assure you that I don't think it's the intention of the legislature to try and get into detailed prescriptions and solutions as to what must be done."

I agree with Senator Bursley completely. A second reason why this report is unusual is that the idea of having the legislature look into teacher training programs developed largely from the demands of students as to how far they should go into the study of education and by administrators asking how many new programs should be developed. We have also heard from educators who have indicated that they feel new teachers should have more practical training before they are given the responsibility of classrooms. And to this concept -- classroom training -- I hope this report speaks most loudly and clearly.

During our hearings we heard from all types of people interested in teacher training. Wilbur Cohen, former chief administrator at HEW and now Dean of the University of Michigan Education College, said:

> "I think that ... we need to build into this system a rapid feedback from the community of education, the community of citizens, the community of students: and continue change and flexibility in education and teacher training ... You must create, I think, some mechanism by which the schools of education and the teachers in the school systems and the principals and the boards of education can undertake an innovative teacher preparation program -- cooperatively. That does not exist now in the state of Michigan."

William Menge, Dean of Education at Wayne State University, told us this in April:

> "Legislators in Michigan and the State Board as well as the State Department of Education are, in my opinion, engaged in a most critical kind of inquiry and study in the efforts to find out how better to prepare teachers, but that isn't the real goal. The purpose of that is to seek to find out how to find better ways, more effective ways, for children and young people to learn. Teaching is not the goal of the preparation of teachers: it is learning."

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Professor John Buelke of Western Michigan University prefaced his testimony to the special committee with this comment:

> "In my forty-two years in the field of education, I have never before had the opportunity to think out loud with a legislative group out here in the hinterlands 'where the action is.'"

Perhaps the most poignant comment made in the twenty hours of testimony that we heard on four campuses in Michigan came from John Manwell, a twenty-year-old junior future teacher from Western Michigan University, who said:

> "I figure that I'm part of the future of Michigan education and I think I should have my voice in it too."

Rather than print the twenty hours of testimony in its entirety, we have broken down the subject of teacher training into a few special areas of concern, and we have selected excerpts from the testimony that point out current problems and raise possible future solutions in each of these areas. We think that it is more important for you to hear from the Dean Menges and the John Manwells than from us. We hope we have provided a forum. Please enjoy this report. Send me any suggestions that you might have relating to other possible areas of concern in teacher training and possible legislative action. Also feel at liberty to reproduce this document in its entirety or in part for free distribution.

I again want to thank the many, many people who have been so helpful in compiling this information.

Sincerely,

Anthony Stamm

Anthony Stamm
Chairman of Special Committee
to Study the Training of
Michigan Teachers

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A REPORT OF THE SPECIAL SENATE COMMITTEE TO STUDY THE TRAINING OF MICHIGAN TEACHERS

December 20, 1972

Senator Jerome Hart _____

Senator Philip Pittenger _____

Senator James Gray _____

Senator William Ballenger _____

Senator William Faust _____

Senator Gilbert Bursley _____
Chairman, Senate Education Committee

Senator Anthony Stamm _____
Chairman of the Special Committee

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"...a platform from which experts from throughout the state could speak to one another about the problems in teacher education."

CHAPTER I

The History of the
Special Committee

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The Special Senate Committee on Teacher Education in Michigan was several years in the making. Senator Anthony Stamm told a group of University of Michigan teacher education students: "One of the first things I noticed when I came to the legislature was that we were getting blamed for all the problems in Michigan education. I decided that a special Senate committee could at least bring people together from throughout Michigan to discuss problems in teacher education in a way that no other single organization or agency could."

The first recent attempt to investigate teacher education by a Senate committee came in 1970. After a brief survey of teacher education programs in Michigan, Senator Stamm, and other members of the Senate Education Committee recommended that a full scale investigation be funded by the Michigan Senate.

In proposing the investigation into teacher training in Michigan, Senator Stamm outlined what his study committee would seek to define. Among the committee goals were:

"1) Data indicating what is currently being taught in teacher curricula.

2) The degree to which pre-defined educational objectives were being met.

3) The degree to which pre-defined objectives correlate to the needs which our society is demanding be met.

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4) An analysis of new technology and methodologies in education and the degree to which they are implemented.

5) An analysis of institutions engaged in innovative practice.

6) An investigation into the reasons why programs are failing to innovate new technology and methodology.

7) Techniques used in training students in other areas and the degree to which they are successful.

8) Problems confronting:
A) Teachers
B) Administrators
C) Students
D) Minorities
E) University Governing Bodies"

A second resolution was presented to the Michigan Senate in March of 1971 which was put under study by the Senate Business Committee. Recommendation by the Senate Business Committee called for two additional members to be added to the special committee (the earlier proposal had a committee made up of the membership only of the Senate Education Committee), and importantly, that a $100,000. operating budget for a special committee be stricken from the resolution.

Because of the economic and political climate, and because with all its faults Michigan teacher education programs seemed "relatively progressive" when compared to national norms, the Senate membership agreed to accept the cut. This left the special committee in the difficult position of again having official legislative recognition

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of a problem in teacher education, and having authority to study it and make recommendations, but left with no independent finances to commission the services of a professional cadre capable of meeting the predefined objectives.

The amended version of Senate Resolution Number 40 was adopted by the unanimous approval of the Michigan Senate on Wednesday, May 5, 1971.

The text of the Resolution, as amended, follows:

No. 51
STATE OF MICHIGAN
Journal of the Senate
76th Legislature
REGULAR SESSION of 1971

Senate Chamber, Lansing, Wednesday, May 5, 1971
2:00 p.m.

Senators Stamm, Zaagman, Toepp, DeGrow and Pursell offered the following resolutions:

Senate Resolution No. 40.

A resolution creating a special committee to study the training of educators in the State of Michigan.

Whereas, During recent and current discussions on education reform, lawmakers have touched upon all aspects in the broad spectrum of K through 12 education in the State of Michigan. These discussions have served the State well, especially by awakening Michigan citizens to the challenges presented in the education of youth of our modern era, one of the most important challenges ever to be faced by an American generation; and

Whereas It seems perhaps that the educational questions faced by us today are of such a significant nature that legislative interest in Michigan education should not stop at the state and district level but should go even deeper--that a comprehensive study should be made to one of the roots of education, the training of Michigan teachers and educational administrators by our colleges and universities; now therefore be it

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Resolved, That there is created a special committee of the Senate to consist of 5 members of the Senate Committee on Education plus two additional members to be appointed in the same manner as standing committees are appointed, to function now and during the interim between the 1971 and 1972 Regular Sessions of the Legislature, to study the training of educators in Michigan , and to report its findings and recommendations to the 1971 Legislature; and be it further

Resolved, That the committee may subpoena witnesses, administer oaths and examine the books and records of any person, partnership, association or corporation, public or private, involved in a matter properly before the committee; and be it further

Resolved, That the committee may employ such consultants, aides and assistants as it deems necessary to conduct its study; the committee may call upon the Legislative Service Bureau, subject to approval of the Legislative Council, for such services and assistance as it deems necessary and may request information and assistance from state departments and agencies and be it further

Resolved, That the members of the committee shall serve without compensation, but shall be entitled to actual and necessary travel and other expenses incurred in the performance of official duties, to be paid from the appropriation to the Senate Committee on Education.

Rather than disengaging the initiative and talent of the Senate Education Committee and its two additional members simply due to a lack of funds, the special committee chose to use itself as a platform from which experts from throughout the state could speak to one another about the problems in teacher education. It was also determined that the platform of statewide public hearings would provide an invaluable route of access to the academic community. This platform also served as a soapbox from where the quality innovative

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teacher education programs in Michigan could disseminate information and add to a limited body of knowledge tidings of cheer.

A part-time secretary was hired by the Senate Education Committee to handle correspondence and meetings. Lynn Weimeister soon became a key committee consultant -- a responsibility much more comprehensive than her rate of financial reward would have indicated. Senate State Affairs Committee Aide Richard Cole became "executive secretary" to the committee, in charge of research and writing in his spare time.

Four public hearings were held throughout the state. Hearing attendance ranged from roughly 250-300 at Western Michigan University in October, 1971 to 12-15 at Lansing Community College in March of 1972.

The Hearing Schedule was as follows:

Western Michigan University, Kalamazoo...October 14, 1971
University of Michigan, Ann Arbor.....February 9, 1972
Lansing Community College, Lansing.....March 29, 1972
Wayne State University, Detroit.....April 11, 1972

The special committee extends a special thanks to the administrations of the universities and college where the public hearings were held.

On four other occasions during the course of the hearings, selected educational experts from throughout Michigan were gathered in Lansing to discuss the major issues in teacher education. The list of "volunteer consultants" includes the dean of a large university college of education, a state board of education member, several

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college students, and an official with the Oldsmobile Division of General Motors. Others are a newspaper editor, several state officials, a school superintendent and many, many others. Their names listed alphabetically follow: Sandy Bickel, Nancy Boykin, Clara Bradley, James Calendar, Alfred Capoferi, Robert J. Chamberlain, Paul P. Chien, William Coats, Michael Deeb, Kenneth Dickie, John C. Dunbar, Sallie V. Edlund, James Y. S. Goei, Sr., Jack P. Goldberg, Robert Hatfield, John Jordan, Jean K. Lambert, Sister Mary Lauriana, Marianne Lepczyk, Ralph W. Lewis, Lee Lonsberry, John Manwell, Pierce Mc Leod, Dorothy J. McGinnis, Robert Page, Jim Paquet, Ed Phau, Neila Pomerantz, Mike Quilliam, Eugene Richardson, Ned Salerno, John Sandberg, A. L. Sebaly, Robert L. Shong, Dorothy Smith, Warren L. Spurlin, Gian C. Sud, James R. Sullivan, Joe White and Marshall Wolfe.

The appreciation of Senator Stamm has been extended to these citizens, "without whose effort no study of this nature would have been possible."

Senate Resolution 40 states that the Special Committee to study the Training of Teachers in Michigan shall be composed of the 5 members of the Senate Education Committee plus two additional members. These Senators, listed in no particular order, follow:

Senator Gilbert Bursley, Ann Arbor, Chairman of Senate Education. Formerly a University of Michigan official and member of the United States foreign service in diplomatic posts overseas, Senator Bursley joined the State legislature in 1960.

"The first things that always seem to get dropped are the new ideas."

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Senator William Faust, Westland, member, Senate Education. A newspaper reporter, editor, turned public official, Senator Faust was first elected to the State Senate in 1966.

"The students were demanding accountability. They also wanted the skills they would be held accountable for."

Senator Jerome Hart, Saginaw, member Senate Appropriations. First elected to the State Senate in 1964, Senator Hart brought his background in local government to the Legislature.

"In some areas of Michigan, the drop out problem is still so immense it borders on calamity."

Senator Philip O. Pittenger, Lansing, is chairman of Senate Business. A former deputy director of the Department of Licensing and Regulation, Senator Pittenger has been in the Legislature since 1966.

"The college students seemed most concerned about meeting the needs of children and least concerned about feathering their own nests."

Senator James Gray, Warren, is Democratic Vice-Chairman of the Senate Education Committee. A former teacher and city government official, Senator Gray first came to Lansing in 1966.

"Eighty percent of our students are not interested in college, and only ten percent of our money is spent training them. That seems like grounds for a lawsuit."

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Senator William Ballenger, Ovid, is Chairman of the Senate Agriculture and Consumer Affairs Committee. A researcher free-lance writer, Senator Ballenger has been in the Legislature since 1968.

"On one side of the street is a superintendent complaining about the quality of his teachers. On the other side is a soup line filled with graduate teachers. Something is not right."

Senator Anthony Stamm, Kalamazoo, chairman of the Special Senate Committee on Teacher Education, also chairs the Senate Committee on State Affairs. Formerly a county official and college teacher, Senator Stamm has been in the Senate since 1966.

"If we have problems producing a product, it is critical that we establish what's wrong with the production line."

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An overview of the recent research in Michigan verifying the effectiveness of teacher training programs at institutions of higher education.

CHAPTER II

Recent Research
in Michigan

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There isn't any. But there is this...

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A guest editorial by P. Barker Bausell and William B. Moody in the January, 1973 issue of Phi Delta Kappan poses an interesting question.

"Are Teacher Preparatory Institutions Necessary?

> Currently colleges of education, if held accountable at all, are evaluated solely on 'in-house' criteria. Examples are number of faculty publications, ability to attract federal or private fundings, course evaluations by students, or possibly the number of trained teachers graduated per year. The problem with these criteria is that they are irrelevant to their institution's primary purpose.
>
> Colleges of education exist primarily, if not solely, to have an effect upon public schools. Public schools exist primarily to have an effect on the behavior of the young, currently defined as student achievement. Therefore, in order to affect public schools, colleges of education must influence student achievement.
>
> W. James Popham, however, demonstrated on three separate occasions that students taught by teachers trained in teachers colleges do no better than laymen (housewives, automobile mechanics, and electricians) in promoting student achievement.[1] The present authors, while controlling several interpretive problems arising from these studies (e.g., Popham did not use elementary school children and he was forced by California law to allow the regular teacher to remain during instruction by laymen), found that children taught by inexperienced college students learned just as much as did students taught by college-trained, experienced teachers.[2] We later demonstrated that children taught by students who had completed practice teaching and their required courses in instructional methods and materials did not

---

[1] W. James Popham, "Performance Tests of Teaching Proficiency: Rationale, Development and Validation," American Educational Research Journal, January, 1971, pp. 105-17. See also W. James Popham, "Teaching Skill Scrutiny," Phi Delta Kappan, June, 1971, pp. 599-602.

[2] William B. Moody and P. Barker Bausell, "The Effect of Teacher Experience on Student Achievement, Transfer, and Retention," paper presented at the Annual American Educational Research Association Meeting, New York, February, 1971.

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learn significantly more than children taught by students who had done neither.[3] Since a teaching practice effect has been demonstrated using these same materials,[4] the conclusion is inescapable: Teacher preparation as provided by colleges of education does not result in increased student achievement.

The implications of this conclusion are equally inescapable. If the effect of an institution upon its primary purpose is not robust enough to be detected by existing measuring instruments, then the lives of men should not be much affected by its absence. Therefore, given limited educational resource allocations, should we not abandon teacher education?"

---

[3] R. Barker Bausell, William B. Moody, and F. N. Walzl, "A Factorial Study of Tutoring Versus Classroom Instruction," American Educational Research Journal, in press.

[4] William B. Moody and R. Barker Bausell, "The Effect of Relevant Teaching Practice on the Elicitation of Student Achievement," manuscript submitted to the American Educational Research Journal for possible publication, 1972.

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"...a problem of too many new Michigan teachers, quality not withstanding, does exist."

CHAPTER III

Supply -- Demand, An Overview

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Throughout the course of the subcommittee hearings and volunteer consultant meetings, discussions on the issue of teacher oversupply or understaffing, if you will, were commonplace.

It is generally agreed that a problem of too many new Michigan teachers, quality notwithstanding, does exist. Although some "pie-in-the-sky" reports predict a day in the near future when many more teachers will be needed, trends like a declining birth rate, a tightening of the public belt, and a better understanding of educational technology suggest that the collegiate horn of plenty is no longer kept on reserve in the teacher education colleges. A recent State Department of Education report suggests that whereas in 1980, five thousand new teachers may be needed, if current trends in teacher training persist, around twenty-five thousand new teachers may be supplied by Michigan Universities. Countless demand and supply studies exist and are easily obtainable from the State Department of Education and the Michigan Association besides many other sources.

Whereas the aforementioned agencies are eminently more qualified to project trends in teacher supply and demand than is this researcher, they are characteristically conservative in their discussions about corrective measures.

On the basis of the assumption that the teacher demand and supply trends show no immediate dramatic signs of reversal, several options

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for slowing down the rate of educational overkill were suggested during the course of the investigation of the Special Senate Subcommittee to Study the Training of Michigan Teachers.

Some authorities guess that of last year's teacher education graduates, less than half found jobs in their chosen profession. Since some experts say that up to one-third of teacher education graduates do not intend to teach for a living, even job placement statistics do not accurately reflect the final answer in professional placement. However, with roughly half of Michigan's nearly thirty thousand annual college graduates receiving teaching certificates, prospects do not seem to be brightening significantly.

The 1972-1973 Michigan academic harvest is expected to reap nearly 15,000 novice teachers. With five to seven percent of the 100,000-strong job market expected to be filled with first year teachers, 8,000 to 10,000 graduates will be out of luck.

In the meantime more public money is being distributed to train teachers for jobs that apparently do not exist.

In a special Education report to the Michigan legislature dated March 29, 1971, the Speaker of the Michigan House, William Ryan, said: "Today, Michigan State University turns out more provisionally certified teachers than any college in the country." In this report the Speaker also pointed out that of twenty-five largest teacher education institutions in the country, five are in Michigan. In 1969, M.S.U., Western Michigan,

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Eastern Michigan, University of Michigan, and Central Michigan turned out nearly 14,000 new teachers. In any given year, Michigan schools may require half this many teachers.

With critical shortages of programs and certificated personnel in some areas of vocational education, millions of dollars will be spent training Social Studies teachers annually. William Cansfield, the Director of Curriculum for the Kalamazoo Public Schools, gave his opinion to the special Senate committee studying teacher education.

> While the over-supply of teachers in Michigan has had a great deal of publicity there are still critical shortages of qualified people in critical areas of the curriculum.

A simple identification of a problem of an oversupply of new teachers hardly warrants any specific action to correct it. Some observers feel that occupational economics will soon take its toll in teaching. The assumption that as jobs become more competitive, the number of applicants will decrease is not without precedent. Fewer will desire training in a profession with such a dismal future, hence enrollment figures will reflect this waning interest.

One Michigan University is already reporting an unofficial drop of 40% in basic teacher education enrollment, while others have remained diverse enough in their program offerings so as to be relatively unaffected by the current demand-supply crisis.

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Some education administrators suggest that the great abundance of first year teachers might be a blessing in disguise. This over-supply, after all, has made a relatively "safe" field very competitive. It has done the work of university programs too slipshod to guarantee the performance of each graduate. And while consuming more of the personnel officer's time, the over-supply of first year teachers is making hiring practices much less of a hit and miss process.

From John Sandberg, Dean of the Western Michigan University College of Education, came the following:

> There are those that say we now have an adequate supply of teachers. There are even those that are now saying that there is now an over-supply. Let me hasten to say that most professional associations and unions concerned with teacher education will say that if the student-teacher ratio was brought into line as it should be, we still have a significant under-supply of teachers.

The Director of the Kalamazoo Learning Village in Kalamazoo, Marshall Wolfe, told the special Senate committee in Kalamazoo that even with the license surplus he had become aware of

> "...the scarcity of those teachers who actually have been taught skills which we feel are extremely critical in achieving the kinds of academic and social behaviors that we have a responsibility to provide our children."

Upon having rejected the notion that the gross surplus of first year teachers is a simple problem of under-staffing, and upon having accepted the notion that some form of action to decrease the supply may be necessary, there are two avenues of resolution -- direct or

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indirect manipulation of enrollment in teacher education programs.

Teacher education enrollments can be directly influenced by the universities, the legislature, or the governor. Ideally, Michigan teacher training institutions will hold a statewide conference to establish base percentage cutbacks in enrollment. Realistically, action will be elicited involuntarily.

At Western Michigan University, for example, a budget analysis reveals drastic faculty need revisions.

Quotas for individual teacher training programs could be established by the legislature, the governor, or the state board of education upon a thorough analysis of the current job situation and upon a projection of future needs in Michigan.

Besides pulling on financial purse-strings or imposing rigid quotas, zero population growth in teacher education can be established by strengthening university admission policies. A group of University of Michigan students volunteered a report to Senator Anthony Stamm in which the following statement was made.

> "We recommend revising admission requirements in order to raise the academic standards of students and improve the effectiveness of the teacher training programs. It is recommended that admissions be made more selective. We feel this can be accomplished through personal interviews and by raising the minimum required grade point average for admission to 2.5 for a large majority of students. Exceptions could be made in specific individual instances to insure that the University fulfills its societal obligation."

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A fourth alternative would be to decrease the supply of first term teachers by reexamining the effectiveness of teacher training programs and eliminating those programs not able to demonstrate cost effectiveness. This job could best be done by the state board of education.

At least four ways that have been suggested to directly influence Michigan teacher education are 1) financial cutbacks, 2) imposed quotas, 3) radical revision of admission policies, and 4) reexamination of approved programs.

Some of the indirect methods of influencing new teacher output could bear a much more significant effect on the profession of teaching itself. For example, a teacher surplus could be relieved, though only temporarily, by eliminating the special permits which allow an uncertified teacher to hold special teaching jobs in schools under special circumstances. Though not easily acquired (in 1971 world famous pianist Van Cliburn was not allowed to teach at Interlochen, a Michigan music school of which he is a director), it is estimated that presently there are around 1,000 teachers in Michigan operating with special permits. The total elimination of special permits would prohibit all great musicians from lending their skills to our schools on a temporary basis. The same rule would apply to politicians, a much more relevant concern in terms of legislative action on eliminating special permits.

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One method of affecting the enrollment in teacher education might be to upgrade the quality of the program. It is assumed that by upgrading a program it becomes more difficult. It is also assumed that by making a program more difficult, you are making it less desirable. Neither assumptions are supported with other than anectotal data. To a teacher educator, such a move might seem as misguided as excusing the teacher surplus as a method of improving the variety of selection and weakening the teachers' bargaining position for improved wages and benefits.

Actually, similar standards have been tried and are in effect, for example, in states that require a master's degree for teacher certification. Fortunately, precious few data have been presented to demonstrate a positive relationship between a master's degree and teaching skill.

A suggestion with a similar purpose would be to require that new teachers accumulate a larger number of class hours in college after graduation. This could be construed to be another attempt to discourage participation in teaching through a means unrelated to improved classroom performance.

An eventual drop in novice teachers could be seen by manipulating the standards for admission into the A) university, B) college or department of education, or C) program within the department. Such a manipulation could be implemented with no reference to grade point or any other supposedly independent but notoriously irrelevant index.

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Perhaps the most realistic method of selection is pure chance. Throw all names into a hat, draw out the quota, and the enrollment process for teacher training is complete. Again it would be difficult to prove that such a system of chance is any less rational than present admission policies.

But, while making an exception for the effects of racial and ethnic prejudice, higher education is still viewed as a reward for academic prowess in lower education; hence an adjustment of admissions policy to limit entries in order to limit exits would undoubtedly be in the form of more rigid grade-point requirements.

Some system could be devised to rationalize and justify accepting fewer people in a program and rejecting more. John Dunbar, a Western Michigan University student and former teacher, told the special Senate committee in Kalamazoo that entrance requirements are weak.

> "As it stands now, any person at Western Michigan University with 45 hours and a C average can get into the teacher education program. It states in the catalog that factors such as academic achievement, health, personality and general competence in a teacher are considered for admission to the professional education sequence. Well, this is a lie because the only thing I had to do to get my professional education sequence card was go to the registration table and ask for it. ...As it stands now, thousands of people are certified from here every year and no one can account for what type of person they are until they actually go out and maybe do some good or some harm in the school system. ...Anybody can get into the program and graduate just by attending the classes, paying the money, and maintaining a C average; and you're certified and that's it. And when I think of the person that we're turning out, and what he's going to be doing in society and doing with children, I feel we ought to take a closer look at that person."

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In the final analysis, the most realistic predictor of [illegible] success in teaching is probably motivation -- "How badly do you want to be a teacher?" Army officer cadets run more hours than they sleep. Fraternity pledges have to eat things most people wouldn't plant their flowers in. Like the "Fiddler's" Tevye singing about "Tradition," educationists sing "Endurance."

Rather than electing Duffy Daugherty to the State Board of Education and appointing a full cadre of instructors from our state police and national guard academies to run Michigan teacher training programs, several committee respondents suggested that we can both limit the surplus of teachers and improve their individual training by increasing the measure of meaningful participation in the school classroom that a student must have in order to graduate into fully-certificated teaching.

A representative of the Hazel Park Education Committee, David Newbury, told the special Senate committee about self-screening as an alternative to throwing up roadblocks and hurdles for future teachers.

> "There is apparently insufficient or inappropriate experiences and/or devices built into pre-service education to 'self-screen' teaching aspirants who have inadequate or inappropriate personal and emotional characteristics for teaching."

An early commitment to the classroom by teacher candidates would serve many valuable functions. The presence of more empathetic and energetic students in Michigan public school classrooms would lighten

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the social load by freeing experienced teachers to handle special problems. Hence it would upgrade the educational milieu. It would also, by exposing future teachers to practical classroom problems, aid greatly in the continuing struggle of the university to make the curriculum relevant.

Besides the more obvious benefits of early commitment to teacher education programs, a secondary benefit would be that early classroom experiences would help keep teacher training programs from becoming catchment areas for science and engineering flunk-outs.

In a special proposal to the State Department of Education, Marshall Wolfe, of the Kalamazoo Learning Village said:

> "Our proposed experimental teacher training program will involve its students only from the beginning of their freshman year. This is an attempt to increase the seriousness of the education profession. As it now stands, many students do not enter the teacher education program until their sophomore or junior year. Unfortunately, some students report that they entered the education curriculum simply because they have been unable to handle more rigid course requirements of other curriculum at the university."

It was the general consensus of nearly everyone involved that there is little excuse for not forcing a commitment from a future teacher at that point in time when our schools best have the opportunity to exploit their skills under the banner of quality education for all.

Stressing the importance of early experiences in the classroom for future teachers was David Newbury, of Hazel Park.

> "I have a feeling that at the heart of what we've talked about here this afternoon is the potential for providing self-screening of people who are inappropriate to teaching as a vocation."

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How simple the process must be to those who believe that just as good leaders, good teachers are born and not made.

Concommitant to the concept of earlier professional commitment is the development of fourth or fifth year internships for future teachers. Instead of the normal fifteen weeks practice teaching, a full school year internship would bring the teacher-interns together in a group of seven or eight under an active classroom teacher from within the public school. This apprentice director would be a teacher who has been recognized by his colleagues and by the university for his expertise in teaching and teacher training. Since such a program would definitely require a greater commitment from the future teachers, it is assumed that a lower number and higher grade of student would enter the profession. Since with each commitment in the classroom the motivation for success is tested by performance rather than endurance, both quantitative and qualitative problems could be solved.

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Recommendations

As a method of dealing with the "supply and demand" issue the Special Senate Committee on Teacher Education hereby recommends that:

1) each university be required to submit to the state board and to each member of the legislature a special report, due between June 15, 1973 and July 1, 1973 and at that time every year thereafter. This report must clearly and concisely specify the number of undergraduates and graduate students receiving training, degrees, and/or certification for each of the past five years in each specialization field of teacher training. This report also must include any other information deemed appropriate by the Teacher Certification and Professional Development Services Division of the State Department of Education relative to this need on a preprinted form supplied by the Department of Education.

2) the State Department of Education file a report with each member of the legislature that shall be available by September 1, 1973 and each year thereafter by February 1 that:

A) displays both historical and projected information relative to the hiring of teachers throughout Michigan with specific emphasis on statistical breakdowns regarding areas of specialization in teaching.

B) recommends on the basis of this report and other information those teacher training programs that should be renewed for the following fiscal year.

C) recommends, in those cases in which a particular program is not of sufficient size to allow efficient operation, and yet where graduates from such programs are needed in this state, a plan for the consolidation of programs that lends itself to a more favorable cost-effectiveness analysis.

3) the State Department of Education inform the legislature in writing as to which of the above recommendations are already in progress, which are planned, the agency and action required to direct and enforce the recommendations, and their results.

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The central issue of this special committee report is the training and ultimate certification of Michigan teachers. The Senate resolution which authorizes the establishment of the Special Senate Committee on Teacher Education makes no specific reference to Michigan tenure laws.

As a process, tenure is distinct and unrelated to certification. In theory, the major similarity between certification and tenure lies in the belief that both assume teacher competence. Certification, however, is a process designed to insure that teachers have completed the necessary requisite training in the pre-professional curriculum, and have demonstrated their ability to teach. The Special Committee has deemed that for all practical purposes, training is only vaguely related to competence. Tenure, on the other hand, is a state controlled process designed to specify the authority of school boards to control the professional destiny of teachers.

In the course of the subcommittee investigation, a disagreement was identified between teacher oriented education associations and department officials over whether the granting of tenure is either a necessary or sufficient criterion for permanent teacher certification. Both certification and tenure are state functions. They were purportedly designed for different purposes.

Concern is growing that the purposes of the tenure act are not being fulfilled. Comments such as: "It is impossible to fire a teacher," were

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heard throughout the course of the subcommittee study. That the tenure process seems to have become cumbersome, or that the process for firing an "incompetent" teacher seems vague, complicated and confusing to a local administrator, might warrant definitive legislative or bureaucratic action.

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"...the word most commonly associated with the tenure process is confusion..."

CHAPTER IV

Statement on Tenure

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Recommendations

Since the word most commonly associated with the "tenure process" is confusion, the Special Senate Committee on Teacher Education hereby recommends that:

1) the State Tenure Commission or its authorized agent publish a programmed manual on the enactment and enforcement of the tenure process.

2) the aforementioned manual be made available to all school administrators, teachers, legislators, and other interested parties at a cost no greater than needed to cover printing, mailing, and handling.

3) the aforementioned manual be made available no later than July 1, 1973.

4) the State Department of Education inform the legislature in writing as to which of the above recommendations are already in progress, which are planned, the agency and action required to direct and enforce the recommendations, and their results.

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"Schools are for children. Their behavior should become a guide for ours -- and a measure."

CHAPTER V

Certification of Michigan Teachers

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Throughout the course of the Special Senate Committee on Teacher Education investigations, both performance-based certification and performance-based preparation were discussed.

In Michigan today, it is difficult to say that novice teachers are certificated. Rather it is more accurate to say that programs are approved on the basis of resources and other indices for accreditation, and that the graduates of these programs are automatically approved. All of these programs are lodged in public and private four year institutions of higher education, and although in some cases the preparation of an individual student is judged on the basis of a student performing teaching skills, in no case does the state require individual specific performance as a requisite to state certification. Hence it is said that whereas there may be performance-based preparation programs in Michigan, there is no performance-based certification.

The fact that "performance-based" vocabularies are growing in teacher education circles was evident throughout the Senate hearings. From dean to professor to student, reports of ongoing programs almost always showed a vacant consistency in terminology and a concommitant inconsistency in meaning.

At one major university, for example, the dean of education told the committee that progress was being made.

> "The faculty of the College, and this is rightly a faculty task, is establishing objectives for our programs. We will be able to report our accomplishments in terms of objectives that we have established, and how we met them."

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A member of the dean's staff later testified that he would endorse efforts to develop such objectives.

> "Somewhere, somehow, well thought out and reasonable statements of expected outcomes of education programs such as those of modern teacher educational institutions must be enunciated. ...There are very particular and special characteristics which mark each and every individual who appears in a program of higher education. These are amenable to measurement and description and concerted efforts must be made to determine such characteristics among the input students of such programs."

Shortly after the dean and professor testified, a student from the same university made this observation.

> "In the area of teacher education the classes seem to be kind of vague and there doesn't seem to be any objective for what they want or what type of student they want turned out at the end of it. And I think it is very important that the legislature that controls the budget start demanding some explanation from the colleges and universities of what type of people they are turning out and what the objectives of the departments are."

Of the list of fifty main areas of concern in teacher education developed by volunteer consultants from throughout Michigan at the October 28, 1971 meeting in Lansing, roughly half of these concerns related directly to certification laws and practices. Since it is really at the certification level where program policy is established, this is undoubtedly a most crucial area of concern regarding teacher education programs.

Performance-based certification of teachers will probably become the main method for determining teacher qualifications throughout the

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United States during the next decade. Just as self-contained, multi-media, diversified population educational milieus, more commonly known as "one-room schoolhouses", have come and gone and will continue to do so, performance-based certification is neither unique to the Twentieth Century, nor is it an answer to all of our educational problems. But it does promise to point our heads in a new direction for determining qualifications of teachers -- learning. Somehow the relationship between the ability to increase the level of a child's academic, emotional and social skills, and establishing the degree of skill of a teacher has never been established in public education. That day is soon to be upon us.

Teacher certification was designed or has evolved to be a process whereby a unit of government (the State Department of Education in Michigan) identifies those eligible to teach. Teaching is defined by statute.

Certification of any type, for any profession, assumes the existence of a process, some degree less than arbitrary, for discriminating quality from mediocrity.

In Michigan as in most states, the certification of teachers is little more than a review of transcripts, a bookkeeping practice to determine whether or not a teacher candidate has completed the necessary course requirements. By any standard, the simple logistical negotiation of this awesome responsibility by the Teacher Certification and Pro-

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fessional Development Services Division of the State Department of Education identifies this operation as worthy of praise. Were it not the case that some ongoing teacher education programs have been judged something less than adequate by objective investigators and subjective participants alike, a "program approval" certification system would undoubtedly be sufficient. Upon the advent of a return to the scientific management of educational objectives and a concurrent apparent rejection of "process accountability" in favor of an accountability more directly tied to production, "program approval" certification has become anachronistic. Prescriptive standards tend to suppress experimentation since with performance-based systems the only true test of appropriateness beyond an ethical test is the success of its alumni in negotiating life's rocky course.

You cannot talk about the success of alumni as a measure of anything without talking about accountability -- clearly one of the big subjects in the Senate hearings.

Early in its first hearing, Marshall Wolfe, of Kalamazoo, supplied the Special Committee on Teacher Education with a working definition of accountability.

> "Quite simply stated, educational accountability is a concept whereby the educational system assumes the responsibility for student growth on the dimensions of academic achievement and social development, and furthermore, is willing to accept the consequences, both positive and negative, for its actions."

Since the burden of program approval on teacher certification lies with the State Board of Education, and since the State Board relies on

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the advice of the Department to approve programs, the responsibility or "accountability" for individual teacher approval falls upon the university. Advocates of performance-based certification say that with such an insulated paradigm, accountability will always be elusive, since, in this case, it would require that universities in effect are forced to report on the quality of their own programs.

Marshall Wolfe advocates the ready acceptance of self-policing requirements.

> "We can no longer provide reasons which excuse us for the failure of our students. It is no longer appropriate to label students as slow learners, under-achievers or classroom behavior problems. Rather, we must address these problems to ourselves."

Before the advent of sophisticated state and private institutions whose existence came to depend on the enrollment of students to mold and shape into a pre-determined image, "competency" was the only basis for determining teacher certification qualifications in Michigan. Teacher qualification tests were given on a local level, the results of which determined whether a person was qualified to teach. This system eventually fell prey to a university dominated program approval system. Although the old "county-wide teacher tests" could be said to measure "competancy," they can hardly be called "performance-based."

"Performance-based certification should be just that. An exclusive reliance on performance criteria, however, is premature for a number of reasons.

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Because of our lack of skill at determining educational progress in the grade and secondary schools, and because of our reluctance to rely on the objective measures we do have, a student performance-based certification system seems years away.

In a special paper on the subject by Charles Jaquith, a Belleville administrator, need for a student-output performance-based movement is indicated.

> "It seems evident that the MEA (Michigan Education Association) is interested in defining teacher competencies on a performance basis. On the national scene, NEA has taken a similar posture in regard to proposals for defining competencies according to performance criteria and they are willing to consider pupil output as a variable for defining competencies."

When Senator William Faust asked Marshall Wolfe why there is so much "natural opposition to accountability," Wolfe said there are good reasons why teachers are basically afraid of performance or achievement-based systems.

> "I don't believe people are opposed to being accountable for their own behaviors providing they have the skills in which they can be successful. Offhand, in talking to some teachers, when you finally get down to some very specific points it looks like they say, 'I guess one of the reasons that I don't want to be accountable for some of the things that have been set up, particularly along the lines of achievement, is that I really haven't been taught very specific ways to raise a child from one level to another level'."

William Cansfield, Director of Curriculum for the Kalamazoo Public Schools, emphasized the importance of performance-based preparation when

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he simply said: "Unprepared teachers cannot be held accountable."

The subjectivity of the "classroom observation" aspect of our method of evaluating the student teacher has exposed current certification practices to criticism. Such criticism leads us to the inevitable conclusions that a "less arbitrary" or "more objective" index should be used.

A written test will eventually be developed to determine competency. Whereas the reliability of such measures can be verified statistically, the validity of it, whether it can sort good from bad teachers, will become the subject of future reports. If such examinations are developed as the answer to performance-based certification, future reports will undoubtedly discredit them.

A student performance-based teacher certification system is years away. When it comes it will probably look like this. Standards and increments of achievements will be established in the schools at each grade level. At the beginning of a teacher's internship or student teaching, his classes will be pre-tested by the intermediate school district or some other independent intermediary. Once the pre-test data are in, the student teacher, or intern, will be required to see that achievement in the class reaches eighty percent of the pre-set goal, based upon the national average for similar children.

Negative pressure tactics by an ill-prepared teacher could be well controlled in the performance-based internship classroom. Whereas not

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all children are inclined to get angry, if given the chance most will attempt to get even. It won't take long for children in an internship class to realize that they, in effect, are certifying their own teacher -- that their scores will be the final determinant. This is what many child advocates have been talking about for years. Schools are for children. Their behavior should become a guide for ours -- and a measure.

William Wattenberg, at Wayne State University, perhaps best summed up performance-based certification and its relationship to accountability.

> "Both the in-process and final assessment of students should be based on competency criteria to be jointly developed by faculty, school people, community representatives, and students."

While we may not have the technology or motivation to implement a true student performance-based certification system today, we might do well to adapt to the rhetoric. If words do nothing else, they buffer the headaches that accompany a battle to create change.

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Recommendations

On the subject of "teacher certification" the Special Senate Committee on Teacher Education hereby recommends that:

1) legislative support for teacher education programs be realigned with priorities that recognize those programs first characterized by such concepts as behavioral objectives, performance-based preparation and individualized student instruction, evaluation, and reward.

2) the State Board of Education develop a model for teacher certification based solely upon pupil achievement in student-teacher classrooms and that an agency, public or private, be encouraged through performance contract or other means to apply this model in a pilot project.

3) the State Department of Education inform the legislature in writing as to which of the above recommendations are already in progress, which are planned, the agency and action required to direct and enforce the recommendations, and their results.

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"The potential advantages of actual classroom teaching experiences for the young undergraduate teacher trainee are manifold. That there is no public university or college in Michigan demanding extensive pre student teaching experiences save the standard classroom observation experience is an amazing reality. The logical extension of this fact is that neither the interest nor the energy of the future teacher is being exploited, expanded, or measured."

CHAPTER VI

Pre-service Classroom Involvement for Future Teachers

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The future teacher is not being involved in classroom instruction until far too late in his post secondary school training. According to many special Senate committee witnesses this problem is magnified by a job market saturated with certificated professionals many of whom could hardly be called competent.

The potential advantages of actual classroom teaching experiences for the young undergraduate teacher trainee are manifold. That there is no public university or college in Michigan demanding extensive pre student teaching experiences save the standard classroom observation experience is an amazing reality. The logical extension of this fact is that neither the interest nor the energy of the future teacher is being exploited, expanded, or measured.

University of Michigan teacher trainee David Pifer had only just begun his student teaching when he presented testimony to Senate Education Chairman Gilbert Bursely and other legislators in Ann Arbor.

> "In the last couple of weeks when I first walked into student teaching, there was a tremendous shock; and I think that shock comes from a lack of exposure. We spend a great deal of time in the classroom learning terms, but we have very little contact with the students that we are to deal with."

The principal of Lansing's Everett High School, Cal Anderson, told the special Senate committee that students of teaching technology were not the only people to benefit from early exposure to the classroom.

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> "We have developed some programs on a limited basis with Michigan State University, for example, where we provided some classroom experience much earlier than the usual student teaching experience with young people. This earlier experience has taught us two things; one, there were some who were committed to teaching and this reinforced this commitment; and secondly, it was only at this point that some prospective teachers realized that teaching is not what they really wanted to do. We think that it is early in any program that is developed, that we develop some experiences working with young people prior to the student teaching experience, which usually comes within the last year of the undergraduate program."

The opportunity to fail is one that is not often provided by our teacher education institutions. Belleville administrator, Chuck Jaquith, told the special Senate committee that this fact is evidenced by the "low failure rates which can reflect excellence in instruction, but often indicate performance demands which are not as critical as other kinds of higher education."

David Newbury, of Hazel Park, told the special committee that he thought the student teaching experience should be a gradual process involving varying degrees of commitment at various stages.

> "Pre-service education should embody a sequential series of intern experiences involving increased degrees of responsibility for and interaction with children. These should start early enough to permit aspiring teachers to determine whether professional education is an appropriate vocation and before an 'all or nothing' commitment is made."

Early classroom experiences, said Ypsilanti teacher Stephen Etter at the U of M special Senate committee hearing, provide the opportunity for students to "...find out what it is like, find out if they like it or don't like it."

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This point was made even another way in October, 197[illegible], by William B. Cansfield, a Kalamazoo Public School official, at the Western Michigan University hearing on teacher training.

> "Teacher training institutions need to move to obtain an early commitment from those entering the teacher profession. It is as important that a student make a decision not to enter the teaching profession as it is to make a decision to enter the teaching profession."

An early active involvement provides benefits to the student and to the university teacher education program. William Wattenberg, of Wayne State's College of Education told the special committee at Wayne that community service is a natural consequence of early involvement.

> "Future teachers should be brought into useful service with children in schools as early as possible. They should be regarded as professionals who can and should assume responsibility for educational relationships with pupils; their presence in the school should be an asset to the schools."

What happens to a student who after three and one-half years of teacher preparation discovers he just doesn't like the job? Student David Pifer told the Senate committee of the frustrations involved.

> "You have spent four years when you go to student teach and all of a sudden you find out that you're really not cut out for teaching but then you begin to wonder, well, what do I do next? You haven't got any money to go back to school; you really don't want to work in a factory, so you go into teaching. You're not cut out for it; you're a poor teacher. You may know that, but you don't know where to go because you have spent four years training for something which you could have found out in the first two that you weren't cut out for. If we could develop some observation programs, some tutoring programs, within the first two years that students come to college, I think this would be extremely beneficial."

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The special Senate committee discovered an inadequacy in pre-service classroom experiences. By the same token, changes are occurring. Michigan State Education Professor Henry Kennedy explained some changes.

> "Next year we're shifting one of our positions around to provide for the half time of one person to work with schools and be a liaison person between the schools and our institution in providing pre-student teaching contacts with the schools. So we hope to iron out some of the problems we've had, open up more opportunities for students and help the professors who would like to have their students get some in-school experience to arrange these. I would like to have these start as early as possible, maybe the freshman or sophomore year, and continue through the program."

Many of Michigan's finest teachers today have come to four year institutions with an Associates Degree from a Community College. Because of their independence, initiative, and general maturity, these students often become Michigan's best teachers. Should the State Board of Education request, for example, that several semesters of classroom experience in all cases be necessary for consideration for certification? Should junior college transfers be required to remediate?

We will place some of our brightest and most dedicated young people at a competitive disadvantage to those students who have completed their entire academic program in a four year institution. However difficult it seems to negotiate the obstacles, arguments in support of the early classroom experience for the future teacher still hold -- that such an experience is good for all -- the future teacher, the school program, the school child and the community. None of these factors necessarily would be effected simply because students of the technology of teaching are enrolled at Oakland Community College rather than Oakland University.

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Also the very suggestion that something magic will happen as a result of an early classroom experience is somewhat simplistic. Some authorities say that the best early classroom experiences will be those that are highly structured or closely supervised. Others feel that full classroom responsibility should be placed on the future teacher as soon as possible. Regardless of personal feeling about this very critical issue, it is clear that the supervising teacher is likely the singlemost significant determinant of the quality of the early classroom experience.

When he was asked to comment on this reaction of the committee, standby Chuck Jaquith suggested that the Eastern Michigan University pre-student teaching program be mentioned.

Most importantly, Mr. Jaquith believes that "methods" courses in teacher training should be instructed, in part at least, by practicing teachers. Such a program would possibly reduce the credibility gap presently existing between university education course instructors and students soon to face day to day classroom management crises.

More and more people are pointing to local school districts, and particularly to Michigan's intermediate school districts to provide the umbrella under which future teacher training programs can be undertaken.

Pierce McLeod of the Macomb County Intermediate School District calls early pre-service classroom involvement "...a must. The nature of their experiences should not be left to the university alone."

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Recommendations

On the subject of "early practical classroom experience for teacher trainees' the Special Senate Committee on Teacher Education hereby recommends that:

1) early involvement of teacher trainees in public and/or private elementary and secondary schools become a primary priority in teacher training programs.

2) in order to prevent extensive experiential remediation, early classroom experience options for perspective teachers studying at the junior or community college level be made available immediately.

3) the State Department of Education develop a theoretical proposal shifting the teacher education role from the university to the intermediate school district or local district level.

4) the State Department of Education inform the legislature in writing as to which of the above recommendations are already in progress, which are planned, the agency and action required to direct and enforce the recommendations, and their results.

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"Some universities currently have well established apprentice options. But, to at least one observer, David Newbury, good programs sometimes happen for the wrong reason..."

CHAPTER VII

Apprenticeships
and
Internships

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That the present teacher education picture is void of on-the-job training for future teachers was no surprise to special committee chairman Senator Anthony Stamm. In fact, when asked what the special committee would do, Senator Stamm said he would encourage special committee members to promote the development of "teacher-apprenticeships."

Carol Anne Bowen called for "less responsibility" and "more assistance" to struggling novice teachers while John Manwell, a WMU student, detailed his complaint.

> "Doctors do not begin practicing the study of medicine right away after they graduate after four years, lawyers do not begin practicing...They have to go out and get practical application, bring this back to their classroom, have seminars: and that is the way that I think you can become a professional teacher."

William Coats, Superintendent of Kalamazoo Public Schools, expressed a need for internship alternatives in his innovative teacher training proposal.

> "...many teachers report that their first year or two of teaching experience following their graduation from college, is, in fact, the 'training' they receive for their future years in education."*

Kalamazoo public school official, William Cansfield, corroborated testimony that internships will help force a more serious commitment on future teachers while simultaneously providing an access to previously unavailable experiences.

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* From "A Proposal for an Experimental Program in Teacher Education." Submitted to the Michigan Department of Education in January, 1972, by Marshall Wolfe and William Coats.

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"Once a commitment is made to enter the teaching profession, it is recommended that early experiences with children of differing ages and from differing backgrounds be a part of the teacher training program. In some cases, experiences with children are reserved until the final year or even the final semester of the teacher training program. It is often apparent that teachers have had limited experience with children prior to certification."

From Marland Bluhm, Director of the Mental Health Board, a word about OJT -- on-the-job training for teachers.

"The problem of which all of us are aware, including the university, is the difficulty of allowing the potential teacher to receive appropriate on-the-job training. The principle of immediacy indicates that as soon after a specific 'technique' course is taken the techniques are soon lost if not practiced. For example, a student may take the teaching of art in the elementary school and the teaching of reading in the elementary school as sophomores or juniors and have no exposure to the actual teaching of these subjects until student teaching. Therefore, I would recommend the development of practicums in working with courses or that the timing of taking the methods courses correspond more closely with the practice teaching assignments."

David Newbury offered a word on the importance of unilateral involvement in the development of student internships for future teachers.

"Pre-service education courses are frequently not responsive nor relevant to 'real' educational practices because of inappropriate and deficient interaction between public school and college professional staff. To clarify working relationships, colleges and universities should grant full authority for all field experiences to a single department or entity designed and staffed appropriately for that function. University supervision of student interns should be conducted by full time people whose expertise is in the behavioral aspects of teaching. They should operate in conjunction with local district intern centers on a basis consistent enough to develop a background of understanding of the districts they serve. Universities or college departments should provide subject matter consultants to both local district cooperating teachers and interns as a part of the compensation for providing field

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> experiences. Such resource people should be coordinated through the autonomous 'field experience office.' College of education teaching staff, as a matter of policy, should be committed to a specified number of hours of consultation and/or visitation to local public school districts. Conversely, local districts who are in a cooperative relationship should make available professional staff as resource people to preservice education classes. Local school district professional staff should be involved with university staff in developing a variety of 'new' models of teacher preparation programs based upon the foregoing points. Temporary Department of Education approval of such models should then be jointly sought by public school and university officials."

Cecil Hebrew told the Special Committee on Teacher Education in Ann Arbor that he:

> "...would like to see the teachers working...under a master teacher for at least a year, rather than the (short) time they are working now."

Dwight Allen and Glenn W. Hawkes seem to think internships --particularly those that permit "shadowing" as they say -- would be valuable for students. That it might also put some positive pressure on "master teachers" is implied in the subtitle of this excerpt from their recent Phi Delta Kappan article.*

> "Shadowing or 'Do you hear those footsteps and all that huffing and puffing?' by Dwight Allen and Glenn Hawkes.
>
> A student of presidential politics would probably learn more about his field by 'shadowing' a president during his term of office than he could learn by reading all of the books that have been written on the subject. Certainly a good dose of shadowing would be constructive in his learning experience. In some areas of educational training -- especially administration -- provisions are made for experiences of this kind. The doctoral student who serves as an assistant to a teacher or administrator

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* Dwight Allen and Glenn Hawkes, "Reconstruction of Teacher Education and Professional Growth Programs," Phi Delta Kappan, September, 1970, p. 5.

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> is probably learning more from just being around his mentor than he is learning from any formal study connected with the assistantship. Shadowing is an extension and deepening of the internship idea -- it entails spending long hours in the company of individuals who possess knowledge, skills, and attitudes that are worthy of examination in some depth by the trainee. While there are no specific formulae for the shadowing concept, one possibility might be to select five or ten people to shadow for two or three weeks each during a semester. Several students could arrange to switch off at various intervals and occasionally meet to compare notes. Rather than take courses, students would take individuals ("Who have you got this semester?' "Well, let's see, I've got Jones first, then McDougald, Sams, Washington, and Trask. Who have you got?") Credits for taking people could be administered just as credits are given for taking courses. This process could provide very interesting feedback for teachers and administrators."

Some universities currently have well established apprentice options. But, to at least one observer, David Newbury, good programs sometimes happen for the wrong reason -- Cole's law of perpetual overloading.*

> "The number, timing and duration of intern experiences apparently reflect the convenience of college calendars and course offerings rather than the reality of public school terms and teaching responsibilities."

As Ypsilanti teacher Stephen Etter said, summarily, maybe a longer

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* Cole's law of perpetual overloading states:

In a bureaucratic system, public need is defined by a government's ability and desire to administer to it. Hence the singlemost significant determinant of the diagnosis, duration of stay and treatment procedure in a mental hospital for an individual patient is probably the number of available doctors, beds and/or pills at that moment. The indisputable moral of the story is that if you ever get committed to a state institution, do it in the "peak" season unless, of course, your goal is something other than a rapid release.

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program in teacher education would be advantageous.

> "I would heartily applaud a longer education program for prospective teachers. I know many universities around the country are going to five-year programs and four-year programs and apprentice programs; and I'm not really sure what the implications are as far as successful operation afterwards, but I feel possibly this is a good direction to take."

At the very least the preceding reasoning would provide us with an alibi for maintaining the status quo in teacher education.

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Recommendations

Because of a growing awareness that alternatives to our present teacher training programs must be developed, the Special Senate Committee on Teacher Education hereby recommends that:

1) the State Department of Education, wherever possible, encourage "internship programs" in teacher education.

2) universities engaged in the training of teachers in Michigan further recognize the need to develop on-the-job type training programs.

3) the legislature be given a report on the existing internship programs in Michigan. Included in the report should be number of students, total hours, rates of pay (if any), types of arrangements with school districts and other information seen to be necessary by the State Department of Education Division of Teacher Certification and Professional Development Services.

4) the State Department of Education inform the legislature in writing as to which of the above recommendations are already in progress, which are planned, the agency and action required to direct and enforce the recommendations, and their results.

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"With some professionals such as doctors and lawyers, much knowledge and technical skill is acquired through working encounters with other professionals. Not so for teachers."

CHAPTER VIII

Meeting In-service Needs
or
"Keeping a Good Teacher Good"

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The most significant forces molding the behavior of a novice teacher are his interactions with children, administrators and fellow teachers in his first few years in the classroom. With some professionals such as doctors and lawyers, much knowledge and technical skill is acquired through working encounters with other professionals. Not so for teachers.

In teaching, much if not all of the training experience occurs in a self-contained classroom. Very few peer evaluation experiences ever occur. Interactions are generally limited to teacher lounges and association and staff meetings.* Most experimentation is trial and error.

The fact that most professional experiences for teachers are isolated and unobserved has encouraged school districts, state education departments and teaching associations to develop supervised in-service experiences for teachers. Because of the orientation of teacher education institutions and because of the very nature of the teaching community, the objectives of in-service instruction for teachers have been generally vague, process rather than product oriented, and aimed at meeting group needs rather than the needs of individuals.

At Michigan State University in-service begins before pre-service ends.

> "A three-week seminar following student teaching is provided for prospective secondary school teachers to extend the depth

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* Charles Jaquith, "Teacher Education in Michigan: A Changing Perspective," mimeo, Mich. Assn. of School Principals, December 1, 1972.

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> and range of methods developed in student teaching. Television tapes, audio tapes, peer teaching, and secondary classroom materials are used to provide stimulation. This is a competency-based course."*

A pre-service in-service program is also offered as part of the MSU elementary education preparation package.

> "An elective, post-student teaching course is offered for prospective elementary teachers to provide them with an opportunity to receive more help with problems identified during the student teaching experience."**

Called "post-student teaching," the MSU concept requires some students to return to the university to analyze their achievement in the schools. It also serves as a temporary decompression chamber providing the oxygen so badly needed after an often breathless student teaching experience. Third, such a program helps develop a habit -- continuing education. But rather than crediting students in these programs with altruistic motivation, the fact that they are "captives" helps attendance.

Other teacher education programs have recognized the need for in-service follow-up, consultation and education. Madonna College, in the northwest Detroit area, is a historical leader in in-service.

> "During its twenty-five years of existence Madonna College has made every effort to continually improve and strengthen the teacher education program and thus promote excellence in the preparation of prospective elementary and secondary teachers. A 1965 follow-up study of the 1959-1964 teacher graduates in

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* from "New Approaches to Teacher Preparation at Michigan State University," mimeo, available in College of Ed., p. 2.

** Op. Cit., p. 1.

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their first-year teaching positions indicated that 94.16 percent of the beginning teachers were rated by their principals as performing above average. A comparable study in 1970 revealed similar findings. Most educators believe that the real test of the effectiveness of a teacher education program lies ultimately in the kinds of teachers who enter the profession.

In 1967 the College initiated a program to assist the beginning teacher on the job. The College in-service coordinator visits the first-year graduate at least once during the teacher's initial teaching experience. The in-service program has a four-fold purpose: (a) to ensure effective progress by providing the neophyte with understanding and encouragement during the period of adjustment, (b) to discover the problems of the beginning teacher as soon as possible and to help remedy them, (c) to help the new teacher integrate theory and practice, and to provide any other assistance required, and (d) to collect data for determining the effectiveness of the teacher education program." *

Dean William Menge of Wayne State University summed up the need for a continuous attempt to upgrade professionals through teacher certification with this remark to the special committee:

"With reference to the relationship, the seamless web between pre-service and in-service education, there is no guarantee and there never has been and there never will be any guarantee that a 'well-prepared teacher' graduating from college with a degree, honors, having done well in practice teaching, will still be a 'good teacher' two years from now after being assigned some school system. You don't stay good unless you're in a situation which tends to reward and expect and enhance forward continuous improvement on the job. Unless we have a staff development program tied in with pre-service education and an integral part of it, the best teachers that were ever produced will not remain good for very long."

"How to keep teachers good" is the question at this point. There is little disagreement that well planned, performance-based in-service training

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* from a memo to Senator A. Starm from Sister Mary Lauriana, Academic Dean, Madonna College, Livonia, Re. In-service training.

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for teachers will benefit all parties to public education.

Beyond the question of whether or not in-service training should be required of teachers is the question of who should foot the bill. Various plans have suggested at least partial state funding for in-service training. Others remain firmly convinced that in-service training should be totally the responsibility of the teacher.

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Recommendation:

The Special Senate Committee on Teacher Education fully realizes the state's responsibility to quality education for all children and further realizes a responsibility to Michigan teachers who seek to expand their professional skills. Therefore this committee hereby recommends that legislation be adopted requiring all full-time teachers and administrators to be on the job a minimum of two hundred working days per year. (It is assumed that during the extra ten to twenty day period the available time will be useful for administrator and teacher in-service seminars and planning sessions.)

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"...no profession, especially teaching, can be expected to administer to the needs of everyone equally unless the racial and ethnic makeup of the profession accurately reflects the makeup of the people it serves."

CHAPTER IX

The Teacher of Minorities
or
"A Good Teacher is a Good Teacher"

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During the course of the teacher training investigation, the office of Senator Stamm received many letters on numerous aspects of teacher education. Although it would not be appropriate to print each letter in its entirety, one exception has been made.

Contained as appendix 1 of this report is a "memo" to the special committee from the MEA volunteer consultant, Herman Coleman. Mr. Coleman's letter expresses well the sentiment displayed often during the Senate hearings -- that no profession, especially teaching, can be expected to administer to the needs of everyone equally unless the racial and ethnic makeup of the profession accurately reflects the makeup of the people it serves.

Mr. Coleman's memo is not restricted to topics of race or socio-economic status. Rather it speaks of an involvement in and commitment to long awaited change in education.

At Wayne State University, David Newbury of Hazel Park told the committee of the importance of fostering a continuous interaction between the teacher education institution and the community.

> I think the issue of community involvement is really vital if we truly are concerned with degrees of teaching rather than teaching degrees because it's manifestly true and unarguable that a good deal of a youngster's education occurs before he arrives in school. ...I think the fact is, though, that as long as we are in this continuous interaction, we have the potential for making decisions that do yield teachers who make a difference in their degree of teaching rather than in their teaching degree.

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Community involvement at all levels of a teacher's training is seen as critical to the production of well-rounded and well-grounded professionals. So important is community involvement that some seem to say without it a teacher cannot be competent.

Rosa Torres told the special committee in Lansing that the Lansing Teacher Corps has developed a program in which interns become a part of the community.

> One of the things the Teacher Corps does have is a community involvement program in which we are trying to get the interns, the trainees, to get into the community for more interaction while they're becoming teachers so that they really get to know the community and the community gets to know them. That interaction is so necessary for a good teacher.

Part of the Wayne State University strategy seems to be allowing local participation in the teacher training process. Dale Menge of Wayne has encouraged a joint university-community venture in teacher training. Part of his rationale is exposed in this comment.

> Parents and citizens generally have perhaps the biggest stake of all, next to the students, in the quality of education. We must find a more effective machinery for responsible participation of citizens generally in helping to determine policy, but beyond that in helping to assess the outcomes of the investments, the efforts, in public education in this state.

A parent, Madelon Moore, endorsed Dean Menge's efforts with the following comment.

> I'd like to say as a parent who's been involved about seventeen years with the schools that I think education is so terribly important in this day, but right now I find the programs that we have going with the Wayne students and with other volunteers in the community are fabulous. They see each other, they talk with each other, they get involved and I just can't think of anything better. As a mother I see different mothers in this school and I hear their feelings about the teachers, and they just can't get over it themselves, how great these students are that come out and what a big difference it's made with Johnny having so and so work with him or whatever. To me it's a terrific program.

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A solution to the problem of how to develop more relevant curriculum through the joint effort of the university and the community is proposed in the MSU document, "New Approaches to Teacher Preparation at Michigan State University" (a mimeo, available from the MSU Education College).

> Ideally, every student would be willing to make a commitment to help in the solution of some of the problems of education in the inner-city without regard to the personal dislocation involved. Practically, we know this is not true. Therefore, we try to provide a program which will fit the degree of commitment each student is willing to make.
>
> For those students having a high level of commitment to inner-city teaching, we have a program which involves the student for nearly two years of the four-year program in work in the inner-city schools of Flint. Course work in pedagogy is offered there in the environment of the public schools. A very carefully guided year of internship is a part of this involvement.
>
> For those students who are unwilling to absent themselves from the campus for more than a year, we offer a program which provides for a six-month experience in inner-city schools in Detroit, at which time learning theory is carefully integrated with supervised practice and with enriched resources for teaching in inner-city schools.
>
> We also offer a special master's degree program with emphasis on the problems of urban education. The program is one that is geared specifically to the problems encountered in the schools by inner-city teachers.

The concept of multi-ethnic educational experiences for teacher trainees is only now beginning to be seriously accepted. Some suggest that it took violent mass rioting in the hot summers of the late sixties to point America's educational attention in the direction of our inner cities. Some say it is the threat of a federal judge sending the children of the white flight back to the cities their parents escaped from that has realigned

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national educational priorities. However virtueless the reason, the facts say that it is not enough to appoint a panel to appraise the material in our social studies books and determine that it is free of racial bias. We must do more.

Educational philosopher Dwight Allen suggests that a "conscious effort" is not enough.

> Rather than try to suggest some sweeping solution, perhaps educators can begin by simply recognizing the extent to which racism is in fact a major educational issue. In behavioral terms this might mean establishing commissions on racism in institutions where we train our professionals. Professional trainees, as well as those doing the training, should be encouraged to involve themselves directly in the perplexing problems that permeate American education with respect to matters of racial prejudice.*

Closer to home, a "Proposal for Improving Teacher Training Institutions in the State of Michigan", written by a group of University of Michigan teacher education students** suggests the minority and multi-ethnic educational experience as being only one place where the teacher education curriculum is in need of revision.

Some suggest that all Michigan's teachers must be exposed to a variety of cultural experiences. Soon it will be clear that America's educational standards will no longer tolerate teachers whose behavior is controlled by racial biases. Then we will agree that a good teacher is a good teacher of minorities and vice versa.

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* Dwight Allen and Glenn Hawkes, "Reconstruction of teacher Education and Professional Growth Programs," Phi Delta Kappan, September, 1970, p. 11.

** "Proposal for Improving Teacher Training in the State of Michigan," was prepared by a group of University of Michigan students directed by Robert Seltzer. The Special Senate Committee on Teacher Education has additional copies.

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Recommendations

The Special Senate Committee on Teacher Education fully realizes the State's responsibility for quality education for all children and further realizes a responsibility to all Michigan teachers to ensure that they possess appropriate teaching skills to positively affect the lives of children from all social, ethnic, or racial backgrounds. Therefore this committee hereby recommends that colleges of education, teacher and administrator organizations, local and intermediate school districts, citizen groups and others interested in education insist that as a necessary requisite for the acquisition of teacher certification a teacher trainee be required to demonstrate his classroom skills in as wide a variety of social settings as possible.

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"The need for action was magnified when a school superintendent approached the Senate Education Committee with a request for the funding of a special remedial reading program...not for his students -- for his teachers."

CHAPTER X

The Teacher of Reading

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"Reading" became evident as a key issue in the special Senate subcommittee hearings on teacher education. The consensus was "there is far too little instruction in the teaching of reading in our teacher preparation programs."

Robert Chamberlain, a Lansing school district official, took the legislature to task on this count.

> "New teachers are being produced with very little instruction in the teaching of reading and virtually none in arithmetic, yet the State Department of Education places top priority on these two fields of competency. I would respectfully suggest that this represents an intolerable inconsistency within the framework of legislative control."

Others who testified before the Senate committee or participated in volunteer sessions assigned the blame elsewhere. School Superintendent from Dansville, Lon McCollum, read from a resolution presented by the school superintendents of Ingham County. Michigan teacher training institutions "took the heat" in this session.

> "It is the responsibility of teacher-training institutions to prepare teachers to meet the needs of contemporary society, including those young people who a generation ago would have probably dropped out of school with reading difficulties and who the public schools are today seeking to educate...Most communities of Michigan recognize reading deficiencies as one of the major problems of students in the public school system and the inability to read as one of the major handicaps of a citizen in our society today."

The Ingham County resolution stressed the intensity of the commitment superintendents make to universities when hiring their graduates.

> "The major responsibility for the teaching of reading rests in the field of language arts in the public schools; and, the teacher training institutions in the State of Michigan train the major share of first-year teachers employed by the public schools within the State of Michigan."

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Reading skills are necessary for nearly every venture a student may undertake during his course of study in the public schools. From the nature of the testimony collected in special committee hearings it became clear that the view of the function of reading is rapidly shifting from a Victorian "cultural enrichment" attitude to a twentieth century "physical survival" view. "How can a student driver learn to 'turn right on a red light after a complete stop' unless he can read the sign?" "If she cannot read the label, how can a young mother know 'not to induce vomiting' when she finds her infant daughter sucking on a bottle of Drano?"

A position paper presented to the volunteer consultants of the special Senate committee in a joint effort between the Middle Cities Instruction Group and the MEA division of minority affairs sums up widespread discontent for the lack of emphasis on reading in the teacher education curriculum.

> "Some time ago the Middle Cities Group made a survey of our member schools to determine the amount of specific training that new teachers had received in reading and mathematics, both at the elementary and secondary levels. The results confirmed our suspicions that for secondary teachers of English for example, almost none had had any work in the teaching of reading. The heavy concentration was in literature. Yet in our urban schools we find students entering junior-high and senior-high school where high percentages are reading several grades below reading level. Knowing this, we continue to train teachers in the same way and think that something magic is going to happen when they become teachers."

William Cansfield described the Middle Cities study another way. It is important to note that Cansfield, quite fairly, excludes teachers themselves from the burden of responsibility for a lack of reading instruction

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skills.

> "Within the last two years representative school districts in the Middle Cities Instructional Group surveyed their teaching staff to assess the levels of preparation in the areas in reading and mathematics. It was found that most secondary teachers have had no preparation in the area of reading. It was also found that a surprisingly high number of elementary teachers, including those teaching lower elementary classes who have a major responsibility for developmental reading courses, have had little, if any, formal training in the teaching of reading...Unprepared teachers cannot be held accountable in programs such as these."

David Newbury very clearly told the special Senate committee at the Wayne State University hearing that the emphasis on reading in the teacher education curriculum in no way reflects the necessity for students in the elementary or secondary school to have a grasp of reading skills.

> "Pre-service experiences in language arts and reading apparently do not reflect the degree to which these components are central to elementary teaching. Similarly, secondary pre-service education tends to reflect the view that the need for developmental reading skills ends in the elementary grades...Pre-service training for elementary teachers in the teaching of reading and language arts should be immediately and significantly increased. All secondary teachers, regardless of their content area, would have course work in developmental reading appropriate to their content area."

In fairness, if it were not the case that reading teaching skills could be successfully taught, discourses such as these would be meaningless. They may be, anyway.

Sister Mary Lauriana and some sister sisters were quick to point to the successes that small, private colleges such as Madonna College in the northwest Detroit area have had in subject areas such as reading instruction.

> "Since 1966 both elementary and secondary teachers are required to pursue in addition to the general methods course at least one

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course in reading. In this course they learn to diagnose reading difficulties and to teach through working with children at least two hours weekly in the Madonna College Psycho-Educational Center."

The "Madonna" program report serves as an example of effective teaching of reading instruction skills since both methods and diagnostic skills are taught. It would be well to point out also that the "Madonna" program qualifies, at least in regard to reading, as a performance-based preparation program.

The following is a brief report on "reading instruction" activity at Michigan State University taken from one of their numerous department publications.

PREPARATION FOR READING INSTRUCTION AT MICHIGAN STATE UNIVERSITY

The College of Education at Michigan State University shares the sentiment expressed by the M.A.S.A. and other professional groups regarding the importance of the teaching of reading as a part of a preparation program for prospective teachers. The curriculum in teacher education now includes:

> A pre-student teaching course in reading methodology is required of all MSU elementary education majors and is unique in three ways: it models the instructional principles we want elementary teachers to use, it is performance-based, and it offers numerous options for pursuing individual needs and interests.
>
> The modeling aspect of the course is essentially a matter of the teacher educator "practicing what he preaches." The major principles being modeled include instructor accountability, competency based instruction, application of the principles of learning theory, and the development of humanistic relationships between instructor and student.
>
> The competency-based aspect of the course specifies 60 teaching behaviors needed by reading teachers and

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provides experience in which the student must actually perform each of these behaviors in simulated teaching situations. The emphasis is on demonstrated performance, student activity, and mastery of each objective as opposed to the traditional practice of listening to a lecture and completing a final examination. The bulk of the 60 objectives focuses on diagnosis, basic skill instruction, and organization and management of individualized instruction.

Secondary school student teachers are given experiences to develop the following competencies in reading instruction: Identification of the major elements of reading comprehension within their content areas; Assessment and profiling of specific reading skills of their students; Application of a directed reading sequence; Application of differentiated reading methods to individualize in heterogeneous groups; Determination of readability levels of materials; Application of language experience approaches; Application of motivational techniques.

Graduate experiences in secondary reading are also offered. Here the student must analyze the major components of secondary reading programs: curriculum evaluation, reading and study skill methods, materials, problems of special groups. Methods of developing comprehensive programs that encompass reading instruction in content area classrooms and individualized learning centers are also included.

In a "program approval" certification system the power of school districts to objectively select individual teachers is limited. Although job applicants could be subjected to a battery of tests in order to determine levels of competency, this would be an expensive and burdensome task for any local personnel office. Whereas performance level verification is limited prior to the time of employment in a local district, local boards of education have, in the past year or two, begun to specify competencies in the teaching of reading as a necessary condition of employment. Whereas even such "progressive districts" are found to rely upon a student's college transcript as evidence of competency, many will not talk to teachers who cannot produce evidence of at least 'running the course'.

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The importance of reading instruction skills and the impact that local districts can have upon the development of programs to provide reading instruction competencies are seen in the summary of the Ingham Superintendents' association resolution on reading.

> "...Be it therefore resolved that preference be given in the hiring of language arts teachers at the secondary level, and all elementary teachers to those candidates who have had specific courses in the teaching of reading in their undergraduate programs."

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Recommendations

On the subject of the teaching of reading skills the Special Senate Committee on Teacher Education hereby recommends that:

1) because it provides a base from which any other subject area can be followed as an individual, reading should be treated at all levels of school with the respect it deserves -- as a most important skill.

2) that local school district personnel offices develop an objective measure used to determine the skill level of teachers at all grades in so far as the teaching of reading is concerned and that they simply NOT HIRE ANY TEACHER who cannot perform at least adequately in the area of reading skill development.

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"...educational colleges are training professionals without ever saying what they want them to be. Likewise, school districts are hiring professionals without being able to say what they want them to do."

CHAPTER XI

A Cornucopia of
Educational Trivia

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During both the public hearings and the volunteer consultant meetings, the topic of defining precisely what a teacher should be, what a teacher should do, became a question of growing concern. Generally, it seems, educational colleges are training professionals without ever saying what they want them to be. Likewise, school districts are hiring professionals without being able to say what they want them to do.

THE MAKING OF CHANGE

Some educators hold that the entire process of teacher education ought to be reexamined in light of its importance to society.

> "The remaking of American public education requires, and indeed will not be possible without, fundamental changes in the...teacher -- without, in a sense, the creation of a new breed of teacher-educator, educated to self-screening and to serious thought about purpose."*

Dwight Allen has suggested that it might be this Silberman sense of the somber that has driven the teacher to a point where he is afraid to experiment for fear someone will suggest that his students are enjoying school.

> "...the training of teachers, administrators, and other professionals is construed as a very, very serious task, and the results are evident in the large numbers of 'deadly' serious educators that we have processed."**

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* Charles Silberman, Crisis in the Classroom, Pandor House, New York, 1972.

** Dwight Allen and Glenn Hawkes, "Reconstruction of Teacher Education and Professional Growth Programs," Phi Delta Kappan, September, 1970, p. 5.

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Allen and Hawkes relate caution in education to stagnation.

> "We have viewed experimentation and innovation as untenable unless we could guarantee success at the outset. Of course an experiment that is sure to succeed is really no experiment. We must be bold enough not only to recognize the validity of change, but bold enough to accept initial failure of an innovative idea."*

The link between experimentation and change is clear. But the necessity for either often becomes vague and undefined. Dean Sandberg, of Western Michigan University, told the special Senate committee what seems to be good reasons for both.

> "...those things that were relevant when you and I were educated are not relevant today."

Robert Chamberlain of the Lansing schools cited English programs in teacher education as an example of largely unjustifiable expenditure.

> "Some of the work that an English major, for instance, gets in college is really not terribly appropriate for the kind of English he'll be teaching in high school."

In going even further, Chamberlain pointed out that beyond its content, the entire process of teacher education may be irrelevant.

> "I would submit that when you put people in the public schools of Michigan with one course in the history of education in Michigan and one course in practice teaching and one in methods, that this just is not going to do the job. The rest of the time is being spent in more English and more math and more specific disciplines; and I think with the kind of society that we are building, especially in Michigan now, that we have to have young people involved in the social institutions in communities in addition to the classrooms, and these are kinds of experiences that they simply can't get at the university level."

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* Dwight Allen and Glenn Hawkes, op. cit., p. 6.

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Chamberlain continued:

> "Traditionally, the majority of time has been required in the specific disciplines, with very little time available to the student in working in the actual classroom situation. This has long been true because of a monopoly of student time which has been allocated to the specific disciplines, which in effect means that the College of Education has been deprived of the necessary hours to devote to the techniques of teaching and to afford college students the opportunity to work in actual classrooms and to work in the social institutions of urban communities. Unless strategies are employed from outside the teacher-training institutions, there cannot be a change from within; tradition mitigates against such changes. ... Michigan State, and I think a little bit could be said for Western also, is moving in the direction of working with school districts with the same thought in mind that where the action is, is where the youngsters are; and the thing that is needed to train teachers is kids. You just can't do it in the enclosed classrooms of the university. There is quite a variation even in Michigan from one teacher training institution to another as to the degree of involvement that they want to permit themselves to take part in, and I sense a tremendous amount of this kind of movement on the part of Michigan State in particular."

William Cansfield of Kalamazoo said that most everyone in education is feeling a pinch for change.

> "Public schools are under immense pressure to make program changes that reflect needs of a changing society. Institutions of higher education and particularly teacher education departments of those institutions need to find ways to meet rapid changes in our society."

BEHAVIORAL PSYCHOLOGY AS A TECHNOLOGY OF TEACHING

Throughout the course of the hearings the Senate committee was exposed to many interesting phenomena. Among the most interesting was the continuing report that students were "turning on to teaching" in behavioral psychology courses. Among many, including Patrick Wade, of Chelsea, the

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feeling is that education departments are ignoring the vast supply of information available in many psychology programs.

> "I do think we could do a whole lot more in our schools of education with all the psychology we know. ...I see our young people coming out very well prepared in subject matter, but they don't know how to deal with kids."

An interchange between Senator William Faust and student Sandy Bickel in Kalamazoo was very revealing.

Sandy Bickel: "...the Psychology Department here at Western is being slighted, also, in that you cannot major in psychology and teach elementary school. I found that my psychology classes were more relevant to teaching small children and I learned more about small children in those classes than I did in my education courses. So I had to switch to secondary because I couldn't stay in elementary because I'm a psychology major. ...But I also feel that you must be able to communicate what you know to the children and the students that you are teaching; and I don't feel that the classes in education here are good enough, they just aren't teaching teachers how to teach other students. Again, I fall back on the psychology department. They have some really good things going and I think some of the educators should look to the psychology department. ...I've stayed here because of the psychology department. I feel I've learned so much here that is very relevant to what I'll be doing."

Senator William Faust: "What kind of teaching do you want to do?"

Sandy Bickel: "I'd like to go into elementary but I can't because I'm a psychology major, so I'm going into secondary in the science field."

Although Senate teacher education hearings witnessed testimony presented in an extremely professional manner, occasionally highly personal emotional opinions were aired somewhat outside the spirit of interdepartmental cooperation. Professor John Buelke told the Senate committee what he thought about the movement toward behavioral psychology for a technology

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of teaching.

> "Any panacea peddler who wanders in off the street with a simplistic solution to the most complex and monumental problem faced by modern man should himself be held accountable. Perhaps the most pernicious of these pseudo-educators are the animal trainers who seek to pass off their self-justified rationale as the bases upon which all human behavior must be appraised. In the new kind of ball game, advocates of special interests along with cultist prophets thoroughly confuse basic considerations with delusive promises most of which simply 'throw out the baby to improve the wash water.'"

A University of Michigan student spoke of herself as a "revolutionary" because of her feelings toward education.

> "I started in a junior college called Pine Meadow Junior College which is in Boston, Massachusetts; and they started putting us out in the field when we were freshmen. They did this through the psychology courses and it has worked out fantastically for me. When I got here to University of Michigan, I became a tutee of Dr. Williams, who you heard from earlier, and I was placed in a day care center here in Ann Arbor. I'm now in my senior year, I am student teaching, and I feel really great about it. I feel I'm prepared; I feel like it is a good experience, and I still want to be a teacher, which is sort of revolutionary in a way."

MONEY AS THE AGENT OF CHANGE

Several people who testified before the committee pointed out the significance of money to the initiation of change.

Author-educator Leon Lessinger has pointed out that in a given year less than one dollar will be spent to evaluate each thousand dollars' worth of elementary and secondary federally funded programs.

Dwight Allen says that ten percent of all education money should be discretionary -- available for spur-of-the moment research needs or long-

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range evaluation purposes.

In another publication Allen explains why specific dollars must be set aside for experimentation if change is to occur in this manner.

> "We desperately need new models of educational research and implementation. It is not unlikely, for example, that the current principles of funding and the rules governing project management have often given rise to a caution which spells inevitable failure. A good first step toward eliminating such crippling and excessive caution might be to admit that research evaluators are inevitably biased. We might then make it a condition of contract funding that a project in a given area be monitored by an agency outside the project whose bias is in favor of the stated project objectives -- e.g., a project on differentiated teaching staff monitored by a group encouraged by this concept. Such a system would eliminate the frequent incidents wherein a project is evaluated by a group with opposing biases and is thus cut off from funds before it gets a chance to demonstrate failure or success."*

Allen sums up his analysis of the state of educational experimentation by offering this casual challenge:

> "Our greatest failures as a profession are due to alternatives unexamined, questions unasked, and paths not taken. Once again it is clear that our future success depends on our taking the necessary steps to make the process of change part of the educational woodwork."**

FACULTY RECYCLING

Throughout the special committee hearings and consultant meeting, many participants suggested that university instructors and professors assigned the responsibility of teaching teachers be periodically sent to school in the classroom themselves.

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* Dwight Allen, "Needed: A New Professionalism in Education", mimeo presented at AACTE annual convention, May, 1968, p. 5.

** Dwight Allen, op. cit., p. 4.

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From a document entitled "New Approaches to Teacher Preparation at Michigan State University" comes the following report on how "faculty-recycling" is occurring there.

> "During the past three years, Michigan State University has made serious attempts to involve its College of Education faculty in significant teaching experiences in the public schools. We were particularly concerned that professional courses at the university level are often staffed by personnel who have not had recent experiences in inner-city classrooms.
>
> Participants in Operation REFUEL (relevant experiences for urban educational leaders) serve on one of four instructional teams at the Allen Street School in Lansing, Michigan. Each team consists of two Lansing teachers, one MSU professor, one or two graduate interns, and two to four student teachers. Each is responsible for the instruction of approximately 50 elementary students. The MSU staff member is a team member half-time for 12 weeks. His role in the classroom is in the area of his specialty and involves active participation with children. Although his primary function is classroom instruction, an MSU professor may be asked to consult with members of other instructional teams in his specialty area.
>
> Similar secondary school opportunities are offered to our faculty at Pattengill Junior High and Eastern High School in Lansing as a part of our TTT Project.
>
> During the past three years, approximately 60 university faculty members have been engaged in the direct instruction of pupils in the public schools. The participating professors have indicated that their experience in the schools has helped them to improve their methods course teaching. It has helped each to freshen his memory regarding the day-to-day difficulties encountered in public school teaching. It has also helped him gain creditability among college students by his willingness to put his ideas 'on the line' in a real classroom."

METHODS COURSES IN TTED

Another frequently heard complaint involved "methods" courses in teacher training programs. Part of the problem seems to be that students

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and faculty alike are asking for a little "practice in what is being preached". This spirit of demanding participation seemed to be an overwhelming theme heard throughout Michigan. In methods courses, a cry exists for performance-based preparation. David Newbury's summary to the special committee was concise.

> "Methods courses are frequently 'additional content' courses rather than a means to develop techniques suitable to the anticipated grade level of instruction."

In a specially prepared paper of Charles Jaquith, who proved to be one of the most articulate and insightful of the Senate's witnesses, comes a more thorough statement.

> "Because many teacher training institutions offer considerable contact with theory and philosophy prior to the field experiences, quite often courses in these areas are regarded by students as irrelevant. Students 'hear' about individualized instruction, differentiated staffing, systems approaches, etc., but they receive their own instruction in traditional settings. The measure of teacher competency is largely determined by evaluation of written or oral reports and performance on written tests." *

Back to haunt the educational establishment comes Dwight Allen with a challenge to educators taken from a mimeographed statement followed by his solution taken from a later national publication.

> "As a profession, we are still investing more lip service than labor in the problems of individualizing educational experiences. In practice, we still cling to the out-moded notion that there must be a single way to teach an entire group of students any particular subject matter, even when we know that

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* "Teacher Education in Michigan. A Changing Perspective." Charles E. Jaquith, Chairman, Teacher Education Committee of Michigan Association of School Principals, February 1, 1971. (Copies available through MASP)

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a certain type of student studying a particular kind of material with the help of a given teacher might achieve dramatic levels of learning, while a different type of student might fail abysmally with the same material and the same teacher but succeed given a slightly different teacher. We must learn to match teachers, materials, structures, and students in order to create optimal individual learning situations. To date, we have failed to persistently explore the possible alternatives for so individualizing instruction."*

"The Credit Module as a Unit for Teacher Education or 'Big houses are made with little bricks.'

By dividing conventional semester units into smaller units, or credit modules, it is possible to create a diversity of choice in curriculum previously not enjoyed by the student. There are two important advantages in this revised structure for credit. First of all, it allows for credit in smaller units. Secondly, it encourages decision making in other than even semester units. A typical education program is between 20 and 30 semester units or between seven and 10 courses -- each typically three units. Decisions are either to have or not to have educational psychology, educational sociology, various kinds of methods, survey, and developmental courses. Instead, by using credit modules, you can have experiences which may start and end at different times, in different intensities, and in different configurations. A 20-unit teacher education program in credit modules would be 300 credit modules of credit giving you up to 300 decisions about components for a teacher education program rather than 20 units, typically seven decisions, and seven three-unit courses.

The first advantage of breaking out of the regimentation of offering standard courses for teacher education is a sense of previously unknown freedom. Suddenly we have an opportunity to present truly individualized alternatives in exciting new ways. One of the ways this is done at the University of Massachusetts is in Modular Credit Week, where various faculty, students, and visitors present individual or multiple modules of educational interest concentrated during a week

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* Dwight Allen, op. cit., p. 3.

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when regular courses are suspended. The resources of the school are on display, with the entire community presenting important topics, and from among these individual students can select topics that are most immediately important to them and his educational pursuit. The student is also able to 'sample' a wide range of faculty with low investment -- identifying people and ideas which he wishes to follow up more intensely. Another possibility is a modular 'methods' week which could be created as an alternative to the disliked, often-criticized methods courses. Here each member of the school of education faculty, doctoral students, and cooperating teachers could present their single most powerful, most successful, most enjoyable teaching method."*

Much of the credit for the development of the Allen module teacher preparation packages should go to an Allen assistant, Philip Christiansen. Christiansen donated personal time and energy in order to educate the Michigan Senate committee and staff on the application of modular course programming and theory at the University of Massachusetts.

THE LAB SCHOOL

A few campus "lab" schools in Michigan survived the legislative realization in the fifties and sixties that most were schools for professors' families and rich kids. It is generally assumed that the surviving "lab" schools continue to operate because of their legitimate use as a center of educational experimentation and research and as a training ground for future teachers attempting to acquire the appropriate methods. Not so, said Stephen Ritter in Ann Arbor.

"I find that there is no cooperation between us at the lab school and the university when it comes to methods courses. I'm sure this is partly our fault and partly the fault of

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* Dwight Allen and Glenn Hawkes, op. cit., p. 8.

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the university. ...I feel that when it comes down to an evaluation we need an evaluation between the university and possibly the legislature if it takes that and the laboratory schools. I think we need more cooperation between them and, if necessary, an aggressive policy by the legislature to watch where its funds go when it comes to the field of education, and then to make sure those funds are allocated for the things the legislature has in mind."

Senator Anthony Stamm, committee chairman, expressed discontent over the fact that the lab school no longer is a necessary condition for a teacher preparation program.

"I feel the lab should go back on the campus, and I would start the lab at the age of three and run it through high school so that you do have some exposure while you're on campus with 7th graders, for example, if that's the field you're starting with."

Senator Stamm's comment drew a mixed reaction. Joseph Payne agreed.

"I appreciate very much, Senator Stamm, your comment about the lab school because this was the thing I found most helpful to me in my methods courses because a very unusual thing happened one year. I mis-scheduled one of my college classes and overlapped an 8th grade math class by 20 minutes. So the only thing I could do --we had a 20-minute 8th grade math class every time we had a methods class which gave the students in the class some chance to see what to do and what not to do. Lab school is expensive, I recognize all the reasons, but I'm still somewhat uncomfortable about not having it."

Harry Smith didn't.

"I don't really feel that putting a lab school on a campus is going to solve the problem of giving people experience in terms of what teaching is really like because a lab school at its best, is an artificial situation. And to me, if we're going to help people become aware of what the teaching profession is, we have to do it where it is, and that's out in the public schools. I don't think a lab school on campus really gets at that kind of thing."

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Several months earlier Dean Sanberg of WMU came up right in the middle.

> "There are those that are conducting experimental programs using a narrow section of the social or behavioral sciences. In their experimental situations they use a student ratio of something less than 1 to 10 -- this they should do. Those of us in the broader spectrum of teacher education must learn from these experiments, but must modify them so that they are of value to the general consumers of teacher education institutions. ...I urge you to establish a program of programatic Research and Development through which students, professionals in the field, professionals in higher education, and those in the state educational agency, can cooperate to find solutions to mutual concerns."

Marshall Wolfe told the committee why he left the deans and the superintendents arguing.

> "Although I am involved in a private educational enterprise, I have done so only out of frustration in attempting to affect current public educational practices."

Perhaps the summary statement of Dean Cohen on that cold spring evening in Ann Arbor best sums up the problem of educational experimentation.

> "There isn't really any free money to do innovation...There are teacher preparation programs in the individual institutions, and I think that's a good flexible experimental way to do it. But if you're going to undertake new ways of trying to deal with all of the problems that have been discussed this evening, then I think as legislators you must find what I call a new institutional relationship by which money is not poured into the same types of programs as they are now but put in a separate categorical institutional arrangement which will be solely dedicated to innovative experimental programs in teacher preparation...I would suggest that you consider setting aside one-half of one percent of what you distribute in your state aid formula or even one-quarter of one percent to begin in the first year to be solely distributed for innovative programs in teacher preparation...I can't really institute the

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now programs and at the same time keep my present commitments. I feel somewhat in this situation as the dean who died and went to hell. And when he went to hell he was there three weeks before he knew he was dead because it seemed exactly like what he was doing before."

SOLID? THOUGHTS ON THE SECOND INDUSTRIAL REVOLUTION

S. I. Hayakawa

In each insurance company, in every bank and store,
Are filing clerks and billing clerks and typists by the score;
The work that all these people do will one day disappear
In ERMA[1] systems tended by a lonely engineer.
(But they'll never mechanize me -- not me!
Said Charlotte, the Louisville harlot.)

While former auto workers try to fill their empty days,
The automated auto-plant will turn out Chevrolets;
With automatic pilots landing jet planes on the strip,
The present men who guide them will not need to take the trip.
(But how can they automate me? Goodness me!
Asked Millie, the call girl from Philly.)

Who'll keep the inventory up, who'll order the supplies
Of paper towels, linens, iron pipe, or railroad ties?
Executives now do this with a steno and a phone,
But big computers soon will make decisions all alone.
(They cannot cybernate me, tee hee!
Laughed Alice, the hooker from Dallas.)

Machines will teach our children how to read and add and spell;
Because they've lots of patience, they will do it very well.
If business men and managers are not on the alert,
Their functions will be taken on by CPM[2] and PERT.[3]
(I'll never be coded in FORTRAN[4] -- whee!
Cried Susie, the Hackensack floozie.)

Chorus of Charlotte, Millie, Alice, and Susie:

The future will be like the past despite all dire forebodings:
We stoutly shall defend the human use of human beings.

***

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[1]Electronic Recording and Machine Accounting
[2]Critical Path Method
[3]Program Evaluation and Review Technique
[4]Formula Translation

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Summary from the committee chairman, Senator Anthony Stamm

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Michigan's teacher education colleges are under almost constant fire as the source from which all societal evils flow. They are not fairly accused.

If the truth is to be known, this state has some of the best teachers in America. The fact that Michigan is producing far too many teachers helps lend credence to the suspicion that the quality of Michigan teachers may be only vaguely related to the quality of our teacher education programs. For the fact remains, Michigan's teacher education system is not dramatically unlike the systems in America's forty nine other states. We may have more schools producing more teachers, but we have no information suggesting that the average graduating teacher is more a professional than his counterpart some place else.

"Once a teacher is hired into a school district, he is there forever," say many school administrators. However untrue this statement, it reflects a lack of understanding for the tenure process. It is this lack of understanding, say some state educrats, that generates frustration with the tenure process.

As accountability becomes a word used far more often than it is understood, a greater need for objective measures of behavior at all levels is felt. Such concepts as performance-based standards of certification signal the day when what we do will be as important as how we do it -- a day when product will mean as much as process.

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That we are allowing the talents of undergraduate teacher education students to go untapped until usually their last semester of college is simply criminal. And that only a limited number of apprenticeship programs are available as an option to a normal student teaching experience is a problem to be reckoned with in Michigan.

How to keep a teacher good seems to be a problem normally associated with a solution -- in-service training. There might be a better way. But for now, attempts must be made to encourage state legislators to fund in-service, school districts to develop it, and teachers to use it.

A good teacher of minorities is a good teacher and by the standards that I subscribe to, a good teacher is one who can positively effect the learning of minority children and non-minority children alike. The question is in the test; and the fact is that teaching skills, in order to have meaning, must have a demonstrable effect on all children. To encourage the development of teaching skills that are free of cultural, ethnic and racial biases should be the goal and the obligation of every teacher training institution.

Reading skills are the singlemost important set of academic-type skills a child can acquire. A child not taught to read is denied a very basic feeedom. Until we demand that in order to teach, one must first prove his ability to teach reading, society is denying a basic responsibility to all of its children.

That experimental facilities are desirable -- no, necessary -- to insure a constant revision of educational training information is far

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beyond question. To prevent campus schools from becoming rich options for well-heeled parents presents a serious complication.

Behavioral psychology is providing many insights into the "technology of teaching". This technology must be tested by colleges of education, particularly the teacher education division. The alternative would be to turn an entire teacher education function over to a progressive psychology department.

An education professor, who when confronted with the opportunity -- and with no decline in pay -- refuses to teach at least temporarily or part-time in a public elementary or secondary school has no business in the college classroom. All education professors should be confronted with this challenge.

The money to experiment will be provided as tight experimental designs are presented to legislatures and state departments by established teacher education colleges. Until such time, serious efforts must be made to fund experimental teacher education centers where innovative practices can be tried and from these efforts, changes made.

I have enjoyed my exposure to Michigan teacher training programs and policies. Perhaps the information found within this report will aid those of us concerned in the task of developing a stronger and more effective teacher education system in Michigan.

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APPENDIX I

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MEA MICHIGAN EDUCATION ASSOCIATION

M E M O

TO: The Special Senate Committee to Study the Training of Michigan Teachers

FROM: Herman W. Coleman, a Volunteer Consultant from the Michigan Education Association

DATE: February 24, 1972

SUBJECT: TEACHER TRAINING IN THE MULTI-RACIAL CLASSROOM

The Michigan Education Association in concerned about the direction or lack of direction of the State Department of Education, the State Board of Education, and educational institutions toward a solution to the social and racial problems confronting public education. We recognize that schools and institutions are microcosms of society; but, if change is to be affected, educational decision-makers must play an active role in social and educational reforms.

I recognize the limitations of public education as it relates to social and racial issues if other factors, such as employment and housing, are not somehow accountable to the needs of society. We cannot assume the classroom teachers are going to acquire the expertise to provide leadership and direction to all of our students without necessary training. Teacher-training institutions must re-evaluate the criteria for entering the teaching profession as well as the learning experiences that must be provided before they can meet the requirements for a degree or become certified to teach in the State of Michigan. It is ironic that in 1972 there is no institution which prepares teachers to teach students whose behavior, attitude, and life style happens to be different from the middle-class norm.

The Legislature attempted to relate to cultural diversity in social studies curricula through the passage of the Social Studies Act of 1966. The Social Studies Act of 1966 requires that:

> Sec. 365a. Whenever the appropriate authorities of any private, parochial or public schools of the state are selecting or approving textbooks which cover the social studies, such authorities shall give special attention and consideration to the degree to which the textbook fairly includes recognition of the achievements and accomplishments of the ethnic and racial groups and shall, consistently with acceptable academic standards and with due consideration to all required ingredients to acceptable

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textbooks, select those textbooks which fairly include such achievements and accomplishments. The superintendent of public instruction shall cause to be made an annual random survey of textbooks in use in the state and submit a report to the Legislature prior to January 15 of each year as to the progress made, as determined by such random survey, in the attainment of the foregoing objective.

The reports compiled by the State Department which have been forwarded to the State Board and perhaps the Legislature indicate that there has been no significant change in the quality of social studies curricula as a result of the passage of the Social Studies Act of 1966. The variable of significance was so minute that the State Department could not conclude that any progress had been made. Somehow the State Department and the Legislature assumed that classroom teachers were going to acquire the knowledge, skills, and expertise necessary to incorporate the positive contributions of ethnic minorities into curricula and resources used in the school environment through osmosis. No provisions were made for resources for inservice training nor were there recommendations to higher education institutions relative to what teacher-training programs should be representative of as it relates to preparing teachers to function in a multi-racial school environment.

Included in this letter is research data from the Center for Research on the Utilization of Scientific Knowledge at the University of Michigan and the Syracuse Report on disruption in public schools conducted by the Syracuse Research Corporation. Research from the University of Michigan tends to indicate that crisis and unrest in our secondary schools will continue until educational decision-makers begin to deal realistically with significant reform within the school environment as well as the kinds of skills that classroom teachers need if they are going to function at a optimum level in a culturally diverse school setting.

Research from the University of Michigan Study indicates that the optimum time to approach change resulting from crisis and conflict situations in secondary schools is either prior to the conflict or within a reasonable time following such conflict. They also state that their research indicates that perhaps one of the most effective ways to facilitate change in secondary schools is to organize students to confront the decision-makers. While we do not subscribe to this concept, I think it says something about the quality of educational leadership that has contributed to this situation.

The Syracuse Report on disruption in urban public schools reinforces the need for a human relations, human awareness, and a pluralistic approach to curriculum development. A survey by the Syracuse Research Corporation found that, of nearly 700 urban high schools responding to its questionnaire, the following percentages reported disruptions of various kinds during the past three years: Eighty-five percent of the schools suffered some type of disruption. Most of the incidents were related to race. Within these schools, the following statistical data is available:

1. Teacher boycotts or strikes -- 22 percent.

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2. Student boycotts or strikes -- 33 percent.
3. Arson -- 21 percent.
4. Other property damage -- 56 percent.
5. Rioting -- 11 percent.
6. Student attacks on teachers -- 29 percent.
7. Picketing or parading -- 25 percent.
8. Abnormal unruliness by students -- 33 percent.
9. Unruly non-school persons on campus -- 54 percent.

The Syracuse Report made the following recommendations:

1. The total school curricula should be rewritten to become representative of the multi-ethnic pluralistic nature of our society.
2. Younger teachers in central city schools.
3. More black teachers in predominantly black schools.
4. More minority group teachers in predominantly white schools.
5. More tolerant social codes including relaxed rules on dress and grooming.
6. Review of grade requirements which now limit minority participation in student government, athletics, and other extra-curricular activities.

A report from the National Association of Secondary School Principals stated that the greatest incidents were in the mixed black and white schools of which 77 percent said they had experienced disruption. The Syracuse Report goes on to say that violence and disruption in secondary schools will increase in frequency and physical damage to both property and individuals.

Most of the reforms that are presently in operation that have some effect on social and racial problems are repressive and they only deal with symptoms rather than causes. We believe that teacher-training institutions must assume the responsibility for preparing teachers to function at an optimum level in a multi-racial and multi-cultural school environment. We believe that the Michigan Teacher Certification Code should be changed to mandate that, in order to become certified, classroom teachers must complete no less than six academic credit hours in multi-ethnic studies as a prerequisite for certification. Those persons who are presently certified should be required to complete no less than six hours of academic preparation in multi-ethnic studies as a prerequisite to tenure and those with tenure should be required to do so within a two-year period of time.

We can no longer afford the liability of allowing both minority and majority group youngsters to be denied the realities of cultural diversity and the past contributions of minority groups to the establishment and continuance of this country.

The State Department of Education of the State of Michigan should develop, in conjunction with area colleges and universities approved for teacher education, a program designed to improve the practitioner's competence for instruction in the field of human relations and cultural diversity. The program should be a component of the professional

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preparation of all teachers and become a part of the requirements for certification. As a result of successful completion of the program, the applicant for certification should be able to demonstrate:

An understanding of the life styles of various racial, cultural, and economic groups in our society.

An understanding of the contributions of minority groups to the cultural and economic wellbeing of our society.

A knowledge of the psychological principles, methods, and techniques designed to counteract dehumanizing biases, discriminatory practices, and prejudicial behavior in the classroom.

A knowledge of the constitutional base and legal implementation of personal and civil rights, especially as they apply to students.

I am attaching a copy of a revision to the Teacher Certification Code adopted by the Minnesota State Board of Education on February 16, 1971. As we begin to evaluate the quality of teacher training, too often we focus on the kinds of skills that persons newly joining the profession should have rather than the needs of all teachers. Research done by the National Education Association and the Michigan Education Association tends to indicate that approximately 80 percent of our teachers remain in a given community for a sustained length of time. Less than 20 percent of our teachers are mobile. Because of the teacher surplus factor, we believe the teacher mobility factor will be approximately 10 percent in the future. If this data can be used as an indicator in terms of teacher needs, more emphasis has to be placed on teacher inservice as a part of teacher-training programs. We must provide learning experiences for the 80 or 90 percent of our experienced teachers who have not had training that would enhance their ability to function in a culturally diverse school environment.

We cannot assume that professional growth in the areas of human relations and cultural diversity in curricula content can be acquired without specific training. Our educational leaders have long recognized the need to provide for continued professional growth and stimulation among all school personnel. We recognize the need for the school districts of the State of Michigan to provide an inservice education program in the areas of human relations and cultural diversity.

An inservice education program of this nature should include but not be limited to the following:

The strengthening of interpersonal and intergroup relations with the schools.

The assessment of ways and means to deal with problems of communication among people different in race, color, creed, sex and/or cultural background.

The effectiveness of personnel, curricula, and other institutional

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structures and resources to create the climate necessary to fully develop the potentials of all children.

The structuring and development of practical operational programs designed to foster a positive liaison between school and community.

Teacher-training institutions should provide learning experiences for teachers in the undergraduate, graduate, and/or inservice resources to school districts relative to the impact of institutional and individual racism on equality of opportunity. Teacher-training institutions have a responsibility for the creation of an awareness to racism and to provide strategies to combat individual and institutional racism within the educational environment.

Racism is different from racial prejudice, hatred, or discrimination. Racism involves having the power to carry out systematic discriminatory practices through the major institutions of our society. Racial prejudice, racial hatred, or racial discrimination can be all individual matters. People of any color can, and do, exhibit these feelings or actions. Racism refers to institutional or societal practices in which there is some pattern of systematic discrimination by one racial group against another. White people are in the majority in the country and, as a consequence, have access to almost all the power in decision-making. Most of us will agree that government, unions (MEA), churches, and educational and other institutions are almost always dominated by white people. When you combine power with racial discrimination, the result is racism.

Racism in its most subtle, complex, stubborn, and insidious form is racism which is institutional. As a part of the institutional life of America, racism has been too little understood and too often overlooked. Before the teachers can be honest and objective about strategies to combat racism, there has to be a clear definition and explanation of individual and institutional racism in America.

We all have been infected with racism. That doesn't excuse anyone, but it does mean that we have to be aware of the disease if we are to cure it rather than spread it further. Teacher-training institutions have the responsibility for providing the skills and techniques necessary for classroom teachers to play a viable role in the eradication of individual and institutional racism.

HWC:mac

Attachment